



A Story of Units: A Curriculum Overview for Grades P-5

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Introduction

This document provides an overview of the academic year for Pre-Kindergarten through Grade 5, beginning with a curriculum map and followed by detailed grade-level descriptions.

The curriculum map is a chart that shows, at a glance, the sequence of modules comprising each grade of the entire elementary curriculum. The map also indicates the approximate number of instructional days designated for each module of each grade. The date approximations are based on an academic calendar beginning on 9/6/12 and ending on 6/26/13 with a testing date approximately mid-late April. Details that elaborate on the curriculum map are found in the grade-level descriptions. Each grade-level description begins with a list of the five to seven modules that comprise the instruction of that grade. That introductory component is followed by three sections: the **Summary of Year**, the **Rationale for Module Sequence**, and the **Alignment Chart** with the grade-level standards. The **Summary of Year** portion of each grade level includes four pieces of information:

- The critical instructional areas for the grade, as described in the Common Core Learning Standards¹ (CCLS)
- The Key Areas of Focus² for the grade band (Note that this information is not available for Pre-Kindergarten.)
- The Required Fluencies³ for the grade (Note that this information is not available for Pre-Kindergarten.)
- The CCLS Major Emphasis Clusters⁴ for the grade (Note that this information is not available for Pre-Kindergarten.)

The **Rationale for Module Sequence** portion of each grade level provides a brief description of the instructional focus of each module for that grade and explains the developmental sequence of the mathematics.

The **Alignment Chart** for each grade lists the CCLS that are addressed in each module of the grade. Throughout the alignment charts, when a cluster is included without a footnote, it is taught in its entirety; there are also times when footnotes are relevant to particular standards within a cluster. All standards for each grade have been carefully included in the module sequence. Some standards are deliberately included in more than one module, so that a strong foundation can be built over time. Note that for Grade 3 through Grade 5, the standards identified on the Pre-Post Standards⁵ document as those which should be taught after the state test in April, have been intentionally aligned with the final modules of those grades.

¹ EngageNY: http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsmath.pdf

² Achievethecore: http://www.achievethecore.org/downloads/E0702_Description_of_the_Common_Core_Shifts.pdf

³ EngageNY: <http://engageNY.org/wp-content/uploads/2011/07/CCSSFluencies.pdf>

⁴ EngageNY: <http://engageNY.org/wp-content/uploads/2012/03/nys-math-emphases-k-8.pdf>

⁵ NYSED: <http://www.p12.nysed.gov/assessment/ei/2013/draft-math-ccls-13.pdf>

Test Date	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
9/6/12	M1: Analyze, Sort, Classify, and Count up to 5 (45 days)	M1: Classify and Count Numbers to 10 (43 days)	M1: Addition and Subtraction of Numbers to 10 and Fluency (45 days)	*M1: Sums and Differences (10 days)	M1: Multiplication and Division with Factors of 2, 3, 4, 5, and 10 (25 days)	M1: Place Value, Rounding, Fluency with Addition and Subtraction Algorithms of Whole Numbers (25 days)	M1: Whole Number and Decimal Fraction Place Value to the One-Thousandths (20 days)	20 days
10/10/12				M2: Addition and Subtraction with Length, Weight, Capacity, and Time Measurements (20 days)				
11/8/12	M2: Analyze, Compare, Create, and Compose Shapes (15 days)	M2: Identify and Describe Shapes (7 days)	M2: Place Value, Comparison, Addition and Subtraction of Numbers to 20 (35 days)	M3: Place Value, Counting, and Comparison of Numbers to 1000 (25 days)	M2: Problem Solving with Mass, Time, and Capacity (25 days)	*M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)	20 days
12/11/12	M3: Count and Answer "How Many" Questions up to 10 (50 days)	M3: Comparison with Length, Weight, and Numbers to 10 (43 days)		M4: Addition and Subtraction of Numbers to 1000 (35 days)		M3: Multiplication and Division with Factors of 6, 7, 8, and 9 (25 days)		
1/17/13			M3: Ordering and Expressing Length Measurements as Numbers (15 days)	M4: Multiplication and Area (20 days)	M4: Addition and Subtraction of Angle Measurements of Planar Figures (20 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (38 days)	20 days	
2/15/13	M4: Describe and Compare Length, Weight, and Capacity (35 days)	M4: Number Pairs, Addition and Subtraction of Numbers to 10 (47 days)	M4: Place Value, Comparison, Addition and Subtraction of Numbers to 40 (35 days)	M5: Preparation for Multiplication and Division Facts (40 days)				M5: Fractions as Numbers on the Number Line (35 days)
3/22/13					M5: Identify, Compose, and Partition Shapes (15 days)	M6: Comparison, Addition and Subtraction with Length and Money (30 days)	M6: Collecting and Displaying Data (10 days)	
4/29/13	M5: Write Numerals to 5, Addition and Subtraction Stories, Count to 20 (35 days)	M5: Numbers 10-20, Counting to 100 by 1 and 10 (30 days)	M6: Place Value, Comparison, Addition and Subtraction of Numbers to 100 (35 days)	M7: Recognizing Angles, Faces, and Vertices of Shapes, Fractions of Shapes (20 days)	M7: Word Problems with Geometry and Measurement (40 days)			M7: Exploring Multiplication (20 days)
5/28/13						M6: Analyze, Compare, Create, and Compose Shapes (10 days)		



Approx. test date for grades 3-5

6/26/13 Note that date approximations are based on a first student day of 9/6/12 and last day of 6/26/13 with a testing date of approximately mid-late April.

Key:	Geometry	Number	Number and Geometry, Measurement	Fractions
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*Please refer to grade-level descriptions to identify partially labeled modules and the standards corresponding to all modules.

Sequence of Pre-Kindergarten Modules Aligned with the Standards

Module 1: Analyze, Sort, Classify, and Count up to 5

Module 2: Analyze, Compare, Create, and Compose Shapes

Module 3: Count and Answer “How Many” Questions up to 10

Module 4: Describe and Compare Length, Weight, and Capacity

Module 5: Write Numerals to 5, Addition and Subtraction Stories, Count to 20

Summary of Year

Pre-Kindergarten mathematics is about (1) developing an understanding of whole numbers using concrete materials, including concepts of correspondence, counting, cardinality, and comparison; and (2) describing shapes in their environment. More learning time in Pre-Kindergarten should be devoted to developing the concept of number than to other topics.

Rationale for Module Sequence in Pre-Kindergarten

Students enter Pre-Kindergarten and find a well-planned, sequential math program awaiting, one that is embedded with hands-on, playful, interactive, largely concrete experiences. Students are encouraged to use their math words to communicate their observations.

The first step, done in Module 1, is to analyze, sort, classify, and count up to 5 with meaning. In Module 2, students practice their numbers up-to-five fluency as they encounter and engage with circles, rectangles, squares, and triangles in their environment. With numbers to 5 understood, work begins in Module 3 on extending “How Many” questions up to 10. The key here is to build from 5, using their fingers to support this perspective.

- 6 is 5 and 1
- 7 is 5 and 2
- 8 is 5 and 3, etc.



Thus, numbers 6–10 are 5 together with numbers 1–5, making the numbers to 10 familiar and manageable. In Module 4, students measure length, weight, and capacity, developing their word bank to include the language of comparison: “small, big, short and tall (length), heavy and light (weight),

empty and full (capacity), while continuing to practice fluency with numbers to 10. With numbers 1-10 still developing, counting to 20 begins while addition and subtraction are initiated within classroom stories and playful contexts in Module 5.

Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Pre-Kindergarten Modules ⁶
<p>Module 1: Analyze, Sort, Classify, and Count up to 5 (45 days)</p>	<p>Count to tell the number of objects.⁷</p> <p>PK.CC.3 Understand the relationship between numbers and quantities to 10; connect counting to cardinality.</p> <ol style="list-style-type: none"> 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. 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. Understand that each successive number name refers to a quantity that is one larger. <p>PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.</p> <p>Sort objects and count the number of objects in each category.⁸</p> <p>PK.MD.2 Sort objects into categories; count the numbers of objects in each category.</p>
<p>Module 2: Analyze, Compare, Create, and Compose Shapes</p>	<p>Identify and describe shapes (squares, circles, triangles, rectangles).</p> <p>PK.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and</p>

⁶ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

⁷ Within 5.

⁸ Within 5.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Pre-Kindergarten Modules ⁶
(15 days)	<p>next to.</p> <p>PK.G.2 Correctly name shapes regardless of size.</p> <p>Analyze, compare, and sort objects.</p> <p>PK.G.3 Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).</p> <p>PK.G.4 Create and build shapes from components (e.g., sticks and clay balls).</p>
<p>Module 3: Count and Answer “How Many” Questions up to 10 (50 days)</p>	<p>Count to tell the number of objects.</p> <p>PK.CC.3 Understand the relationship between numbers and quantities to 10; connect counting to cardinality.</p> <ol style="list-style-type: none"> 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. 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. Understand that each successive number name refers to a quantity that is one larger. <p>PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.</p> <p>Compare numbers.⁹</p> <p>PK.CC.5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>

⁹ PK. CC. 5 focuses here on “more,” “less” and “equal to.” “Than” is excluded and introduced in the context of measurement in Module 4.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Pre-Kindergarten Modules ⁶
	<p>PK.CC.6 Identify “first” and “last” related to order or position.</p> <p>Sort objects and count the number of objects in each category.</p> <p>PK.MD.2 Sort objects into categories; count the numbers of objects in each category. (Limit category counts to be less than or equal to 10.)</p>
<p>Module 4: Describe and Compare Length, Weight, and Capacity (35 days)</p>	<p>Compare numbers.</p> <p>PK.CC.5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>PK.CC.6 Identify “first” and “last” related to order or position.</p> <p>Describe and compare measurable attributes.</p> <p>PK.MD.1 Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).</p>
<p>Module 5: Write Numerals to 5, Addition and Subtraction Stories, Count to 20 (35 days)</p>	<p>Know number names and the count sequence.</p> <p>PK.CC.1 Count to 20.</p> <p>PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).</p> <p>Understand addition as adding to, and understand subtraction as taking from.</p> <p>PK.OA.1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).</p> <p>Understand simple patterns.</p> <p>PK.OA.2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.</p>

Sequence of Kindergarten Modules Aligned with the Standards

- Module 1: Classify and Count Numbers to 10
- Module 2: Identify and Describe Shapes
- Module 3: Comparison with Length, Weight, and Numbers to 10
- Module 4: Number Pairs, Addition and Subtraction of Numbers to 10
- Module 5: Numbers 10–20, Counting to 100 by 1 and 10
- Module 6: Analyze, Compare, Create, and Compose Shapes

Summary of Year

Kindergarten mathematics is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Key Areas of Focus for K-2: Addition and subtraction—concepts, skills, and problem solving

Required Fluency: K.OA.5 Add and subtract within 5.

CCLS Major Emphasis Clusters	
Counting and Cardinality	<ul style="list-style-type: none"> • Know number names and count sequence. • Count to tell the number of objects. • Compare numbers.
Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Number and Operations in Base Ten	<ul style="list-style-type: none"> • Work with numbers 11-19 to gain foundations for place value.

Rationale for Module Sequence in Kindergarten

Like Pre-Kindergarten, Kindergarten starts out realistically with solidifying the meaning of numbers to 10 with a focus on relationships to 5. In Module 1, students investigate growth and shrinking patterns to 10 of “1 more” and “1 less” using models such as the number stairs (see picture).



Number Stairs

Students learn to identify and describe squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres in Module 2. During this module students also practice their fluency with numbers to 10.

In Module 3, students begin to experiment with measurement, particularly with units and comparison of units. Students use different units to measure length, weight and capacity, and explore the measurable attributes of an object. Comparison begins with developing the meaning of the

word “than” in the context of “taller than,” “shorter than,” “heavier than,” “longer than,” etc. The terms “more” and “less” are abstract later in Kindergarten because of their context: “7 is 2 more than 5” is more abstract than “Jim is taller than John.” “1 more, 2 more, 3 more” lead into the addition fact fluencies (+1, +2, +3). Comparing numbers leads to a study of the numbers that make up a number (e.g., “3 is less than 7” and later, “3 and 4 make 7.”). This, in turn, leads naturally to discussions of adding, subtracting, and solving word problems in Module 4.

When students have a firm grasp of numbers 1-10, they progress to Module 5. Module 5 explores numbers 10-20, which are parsed as “10 together with a number from 1-10.” For example, “12 is 2 more than 10.” In numbers 6-10, the role of 5 loses significance as those numbers are shown in different configurations other than “5 and a number.” In contrast, the number 10 is special; it is the anchor that will eventually become the “ten” unit in the place value system.

Module 6 rounds out the year with an exploration of concepts in area. Students discover that shapes can be composed of smaller shapes.

Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Kindergarten Modules ¹⁰
<p>Module 1: Classify and Count Numbers to 10 (43 days)</p>	<p>Know number names and the count sequence.¹¹</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). <p>Count to tell the number of objects.¹²</p> <ul style="list-style-type: none"> K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> a. When counting objects, say the number names in the standard order, pairing each object

¹⁰ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

¹¹ Within 10.

¹² Within 10. K.CC.4d is taught in Module 6.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Kindergarten Modules ¹⁰
	<p>with one and only one number name and each number name with one and only one object.</p> <p>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.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>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> <p>Classify objects and count the number of objects in each category.</p> <p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)</p>
<p>Module 2: Identify and Describe Shapes (7 days)</p>	<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).</p> <p>K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p>K.G.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>
<p>Module 3: Comparison with Length, Weight, and Numbers to 10 (43 days)</p>	<p>Compare numbers.</p> <p>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.</p> <p>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p> <p>Describe and compare measurable attributes.</p> <p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable</p>

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Kindergarten Modules ¹⁰
	<p>attributes of a single object.</p> <p>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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>
<p>Module 4: Number Pairs, Addition and Subtraction of Numbers to 10 (47 days)</p>	<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>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> <p>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> <p>K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>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.</p> <p>K.OA.5 Fluently add and subtract within 5.</p>
<p>Module 5: Numbers 10-20, Counting to 100 by 1 and 10 (30 days)</p>	<p>Know number names and the count sequence.</p> <p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0</p>

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Kindergarten Modules ¹⁰
	<p>representing a count of no objects).</p> <p>Count to tell the number of objects.¹³</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> 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. 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. Understand that each successive number name refers to a quantity that is one larger. <p>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> <p>Work with numbers 11-19 to gain foundations for place value.</p> <p>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 (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two three, four, five, six, seven, eight or nine ones.</p>
<p>Module 6: Analyze, Compare, Create, and Compose Shapes (10 days)</p>	<p>Count to tell the number of things.¹⁴</p> <p>K.CC.4 Understand the relationship between numbers and quantities: connect counting to cardinality.</p> <ol style="list-style-type: none"> Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers. <p>Analyze, compare, create and compose shapes.</p>

¹³ K.CC.4d is taught in Module 6.

¹⁴ K.CC.4d is the only standard of this cluster taught in Module 6. Ordinality is introduced in the context of constructing and manipulating shapes.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Kindergarten Modules ¹⁰
	<p>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> <p>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6 Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p>

Sequence of Grade 1 Modules Aligned with the Standards

- Module 1: Addition and Subtraction of Numbers to 10 and Fluency
- Module 2: Place Value, Comparison, Addition and Subtraction of Numbers to 20
- Module 3: Ordering and Expressing Length Measurements as Numbers
- Module 4: Place Value, Comparison, Addition and Subtraction of Numbers to 40
- Module 5: Identify, Compose, and Partition Shapes
- Module 6: Place Value, Comparison, Addition and Subtraction of Numbers to 100

Summary of Year

First Grade mathematics is about (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Key Areas of Focus for K-2: Addition and subtraction—concepts, skills, and problem solving

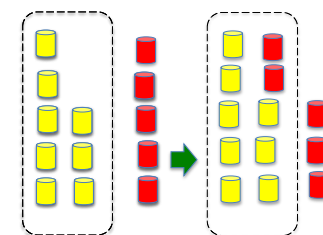
Required Fluency: 1.OA.6 Add and subtract within 10.

CCLS Major Emphasis Clusters
<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction. • Understand and apply properties of operations and the relationship between addition and subtraction. • Add and subtract within 20. • Work with addition and subtraction equations.
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • Extend the counting sequence. • Understand place value. • Use place value understanding and properties of operations to add and subtract.
<p>Measurement and Data</p> <ul style="list-style-type: none"> • Measure lengths indirectly and by iterating length units.

Rationale for Module Sequence in Grade 1

In Grade 1, work with numbers to 10 continues to be a major stepping-stone in learning the place value system. In Module 1, students work to build fluency with addition and subtraction facts—a major gateway to later grades. Students begin right away with the intention of energetically practicing the entire year. The next major stepping-stone in understanding place value is learning to group “10 ones” as a single unit: 1 ten.

In Module 2, students practice grouping into tens and ones by adding and subtracting numbers to 20. Work begins slowly by modeling “adding and subtracting across a ten” in word problems, with equations, and as part of fluency. Solutions like that shown to the right for $8 + 5$ reinforce the need to “make 10.” Learning to “complete a unit” empowers students in later grades to understand “renaming” in the addition algorithm, to add 298 and 35 mentally (i.e., $298 + 2 + 33$), and to add measurements like 4 m, 80 cm, and 50 cm.



$$8 + 5 = 8 + (2 + 3) = (8 + 2) + 3 = 10 + 3 = 13$$

Adding Across a Ten

Module 3, which focuses on measuring lengths indirectly and by iterating length units, gives students a few weeks to practice and internalize “making a 10” during daily fluency activities. Introducing measurement in the first half of the academic year also allows for an increased variety of word problems that can be given throughout the remainder of the year.

Module 4 returns to understanding place value. Addition and subtraction to 40 rests on firmly establishing a “ten” as a unit that can be counted. In earlier modules, students loosely grouped 10 objects to make a ten. They now transition to conceptualizing that ten as a single unit (using 10 linker cubes stuck together, for example). Students begin to see a problem like $23 + 6$ as an opportunity to push the “2 tens” in 23 over to the side and concentrate on the familiar addition problem $3 + 6$.

In Module 5, students think about attributes of shapes and practice composing and decomposing geometric shapes. They also practice fluency with addition and subtraction within 40 (from Module 4). Thus, this module provides important “internalization time” for students between two intense number-based modules. The module placement also gives more spatially-oriented students the opportunity to build their confidence before they return to arithmetic.

Although Module 6 focuses on “adding and subtracting within 100,” the learning goal differs from the “within 40” module. Here, the new level of complexity is to introduce the addition and subtraction algorithms, building off the place value understanding and mental math strategies that were introduced in earlier modules. Students explore the algorithms by using simple examples and the familiar units of 10 made out of linker cubes.

Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules ¹⁵
<p>Module 1: Addition and Subtraction of Numbers to 10 and Fluency (45 days)</p>	<p>Represent and solve problems involving addition and subtraction.¹⁶</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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction.¹⁷</p> <p>1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</p> <p>1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> <p>Add and subtract within 20.¹⁸</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</p>

¹⁵ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

¹⁶ Within 10.

¹⁷ Within 10.

¹⁸ Within 10.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules ¹⁵
	<p>equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Work with addition and subtraction equations.¹⁹</p> <p>1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.</i></p> <p>Measure lengths indirectly and by iterating length units.²⁰</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>Module 2: Place Value, Comparison, Addition and Subtraction of Numbers to 20 (35 days)</p>	<p>Represent and solve problems involving addition and subtraction.</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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>

¹⁹ Within 10.

²⁰ 1.MD.1 is taught in Module 3.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules ¹⁵
	<p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</p> <p>1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> <p>Add and Subtract within 20.</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>Work with addition and subtraction equations.</p> <p>1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.</i></p> <p>Understand place value.²¹</p> <p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p>

²¹ Focus on numbers to 20. 1.NBT.2a begins in Module 2 and continues in Modules 4 and 6. 1.NBT.2c is taught in Modules 4 and 6.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules ¹⁵
	<p>Understand the following as special cases:</p> <ul style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones – called a “ten.” 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>1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>
<p>Module 3: Ordering and Expressing Length Measurements as Numbers (15 days)</p>	<p>Measure lengths indirectly and by iterating length units.</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>Represent and interpret data.</p> <p>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.</p>
<p>Module 4: Place Value, Comparison, Addition and Subtraction of Numbers to 40</p>	<p>Extend the counting sequence.²²</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>Understand place value.²³</p>

²² Focus on numbers to 40.

²³ Focus on numbers to 40.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules ¹⁵
(35 days)	<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> <ul style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones – called a “ten.” 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>1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>Use place value understanding and properties of operations to add and subtract.²⁴</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>Module 5: Identify, Compose, and Partition Shapes</p>	<p>Tell and write time and money.²⁵</p> <p>1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.</p>

²⁴ Focus on numbers to 40.

²⁵ Focus on time. Coins are addressed in Module 6.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules ¹⁵
(15 days)	<p>Reason with shapes and their attributes.</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>1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. 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>
<p>Module 6: Place Value, Comparison, Addition and Subtraction of Numbers to 100 (35 days)</p>	<p>Extend the counting sequence.</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>Understand place value.</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> <ul style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones – called a “ten.” 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>1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-</p>

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules ¹⁵
	<p>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>Tell and write time and money.²⁶</p> <p>1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.</p>

²⁶ Focus on money.

Sequence of Grade 2 Modules Aligned with the Standards

Module 1: Mastery of Sums and Differences to 20 and Word Problems to 100

Module 2: Addition and Subtraction with Length, Weight, Capacity, and Time Measurements

Module 3: Place Value, Counting, and Comparison of Numbers to 1000

Module 4: Addition and Subtraction of Numbers to 1000

Module 5: Preparation for Multiplication and Division Facts

Module 6: Comparison, Addition and Subtraction with Length and Money

Module 7: Recognizing Angles, Faces, and Vertices of Shapes, Fractions of Shapes

Summary of Year

Second Grade mathematics is about (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Key Areas of Focus for K-2: Addition and subtraction—concepts, skills, and problem solving

Required Fluency: 2.OA.2 Add and subtract within 20.
2.NBT.5 Add and subtract within 100.

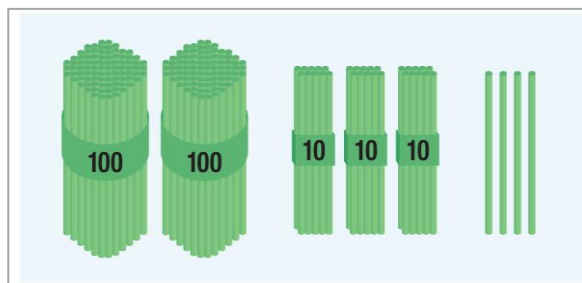
CCLS Major Emphasis Clusters
<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction. • Add and subtract within 20. • Work with equal groups of objects to gain foundations for multiplication.
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • Understand place value. • Use place value understanding and properties of operations to add and subtract.
<p>Measurement and Data</p> <ul style="list-style-type: none"> • Measure and estimate lengths in standard units. • Relate addition and subtraction to length.

Rationale for Module Sequence in Grade 2

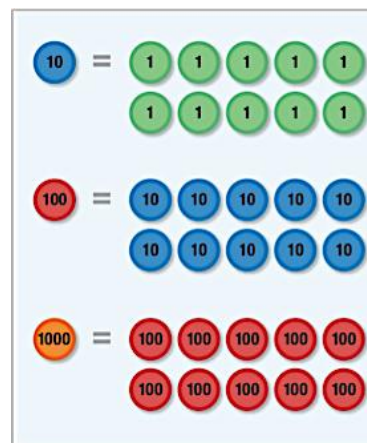
Students start Grade 2 with extensive experience working with numbers to 10. Module 1 establishes a motivating, differentiated fluency program in the first few weeks that will provide each student with enough practice to achieve mastery of the required fluencies (i.e., adding and subtracting within 20 and within 100) by the end of the year. Students learn to represent and solve problems using addition and subtraction: a practice that will also continue throughout the year.

In Module 2, students learn to measure and estimate using standard units for length and solve measurement word problems involving addition and subtraction of length. A major objective is for students to use measurement tools with the understanding that linear measure involves an iteration of units and that the smaller a unit, the more iterations are necessary to cover a given length. An underlying goal for this module is for students to learn the meaning of a “unit” in different contexts (e.g., capacity, length, weight, and time). This understanding serves as the foundation of arithmetic, measurement, and geometry in elementary school. In particular, units play a central role in the next module and in the addition and subtraction algorithms of Module 4.

All arithmetic algorithms are manipulations of place value units: ones, tens, hundreds, etc. In Module 3 students extend their understanding of base-ten notation and apply their understanding of place value to count and compare numbers to 1000. In Grade 2 the place value units move from a proportional model to a non-proportional number disk model (see picture). The place value table with number disks can be used through Grade 5 for modeling very large numbers and decimals, thus providing students greater facility with and understanding of mental math and algorithms.



Proportional Model for Place Value



Non-Proportional Model for Place Value

In Module 4, students continue to work with place value units to understand the addition and subtraction algorithms of numbers up to 1000. This work deepens their understanding of base-ten, place value, and properties of operations. It also challenges them to apply their knowledge to one-step and two-step word problems. During this module, students also continue to develop one of the required fluencies of the grade: addition and subtraction within 100.

In Module 5, students extend their understanding of a unit to build the foundation for multiplication and division. Making equal groups of “four apples each” establishes the unit “four apples” (or just four) that can then be counted: 1 four, 2 fours, 3 fours, etc. Relating the new unit to the one

used to create it develops the idea of multiplication: 3 groups of 4 apples equal 12 apples (or 3 fours is 12).

Module 6 provides another opportunity for students to practice their algorithms and problem-solving skills with perhaps the most well-known, interesting units of all: dollars, dimes, and pennies. Measuring and estimating length is revisited in this module in the context of units from both the customary system (e.g., inches and feet) and the Metric System (e.g., centimeters and meters). As they study money and length, students represent data given by measurement and money data using picture graphs, bar graphs, and line plots.

Students finish Grade 2 by describing and analyzing shapes in terms of their sides and angles. In Module 7, students investigate, describe, and reason about the composition and decomposition and of shapes to form other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules ²⁷
<p>Module 1: Mastery of Sums and Differences to 20 and Word Problems to 100 (10 days)</p>	<p>Represent and solve problems involving addition and subtraction.²⁸</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>Add and subtract within 20.²⁹</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>Use place value understanding and properties of operations to add and subtract.³⁰</p> <p>2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of</p>

²⁷ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

²⁸ Story problems focus primarily on result unknown and change unknown situations from CCLS Table 1 (in the glossary section of the CCLS).

²⁹ From this point forward, fluency practice with addition and subtraction to 20 is part of the students' ongoing experience.

³⁰ 2.NBT.6, NBT.7, NBT.8, and NBT.9 are taught in Module 4.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules ²⁷
	operations, and/or the relationship between addition and subtraction.
<p>Module 2: Addition and Subtraction with Length, Weight, Capacity, and Time Measurements (20 days)</p>	<p>Measure and estimate lengths in standard units.³¹</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>Relate addition and subtraction to length.</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>Work with time and money.³²</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>Module 3: Place Value, Counting, and Comparison of Numbers to</p>	<p>Understand place value.</p> <p>2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special</p>

³¹ Focus on meters and centimeters in preparation for Module 3’s place value.

³² Focus on time; continue to build fluency in Modules 3, 4, 5, and 6, and relate to fractions of a circle in Module 7. 2.MD.8 (money) is taught in Module 6.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules ²⁷
<p>1000 (25 days)</p>	<p>cases:</p> <ul style="list-style-type: none"> a. 100 can be thought of as a bundle of ten tens – called a “hundred.” 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>2.NBT.2 Count within 1000; skip-count by 5s³³, 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>Module 4: Addition and Subtraction of Numbers to 1000 (35 days)</p>	<p>Represent and solve problems involving addition and subtraction.³⁴</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>Use place value understanding and properties of operations to add and subtract.</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</p>

³³ Use analog clock to provide a context for skip-counting by 5s.

³⁴ Story problems will include unknowns in all positions from CCLS Table 1 (in the glossary section of the CCLS).

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules ²⁷
	<p>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>Module 5: Preparation for Multiplication and Division Facts (40 days)</p>	<p>Work with equal groups of objects to gain foundations for multiplication.</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>Reason with shapes and their attributes.³⁵</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>Module 6: Comparison, Addition and Subtraction with Length and Money (30 days)</p>	<p>Measure and estimate lengths in standard units.</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>

³⁵ 2.G.2 is taught before G.1 and G.3 because the array model is so important to the foundation for multiplication.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules ²⁷
	<p>Relate addition and subtraction to length.</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 problems.</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>Work with time and money.³⁶</p> <p>2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></p> <p>Represent and interpret data.</p> <p>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.</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>Module 7: Recognizing Angles, Faces, and Vertices of Shapes, Fractions of Shapes (20 days)</p>	<p>Reason with shapes and their attributes.³⁷</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</p>

³⁶ Focus on money. Time is taught in Module 2, practiced as fluency during Modules 3, 4, 5, and 6, and related to fractions of a circle in Module 7.

³⁷ Time is revisited using an analog clock as part of work with 2.G.3. Clock faces provide an excellent application of partitioning the whole into halves, etc. and to the corresponding angle sizes.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules ²⁷
	<p>the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, 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>

Sequence of Grade 3 Modules Aligned with the Standards

- Module 1: Multiplication and Division with Factors of 2, 3, 4, 5 and 10
- Module 2: Problem Solving with Mass, Time, and Capacity
- Module 3: Multiplication and Division with Factors of 6, 7, 8 and 9
- Module 4: Multiplication and Area
- Module 5: Fractions as Numbers on the Number Line
- Module 6: Collecting and Displaying Data
- Module 7: Word Problems with Geometry and Measurement

Summary of Year

Third Grade mathematics is about (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Key Areas of Focus for 3-5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency: 3.OA.7 Multiply and divide within 100.
3.NBT.2 Add and subtract within 1000.

CCLS Major Emphasis Clusters
<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • Represent and solve problems involving multiplication and division. • Understand the properties of multiplication and the relationship between multiplication and division. • Multiply and divide within 100. • Solve problems involving the four operations and identify and explain patterns in arithmetic. <p>Number and Operations – Fractions</p> <ul style="list-style-type: none"> • Develop understanding of fractions as numbers. <p>Measurement and Data</p> <ul style="list-style-type: none"> • Solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

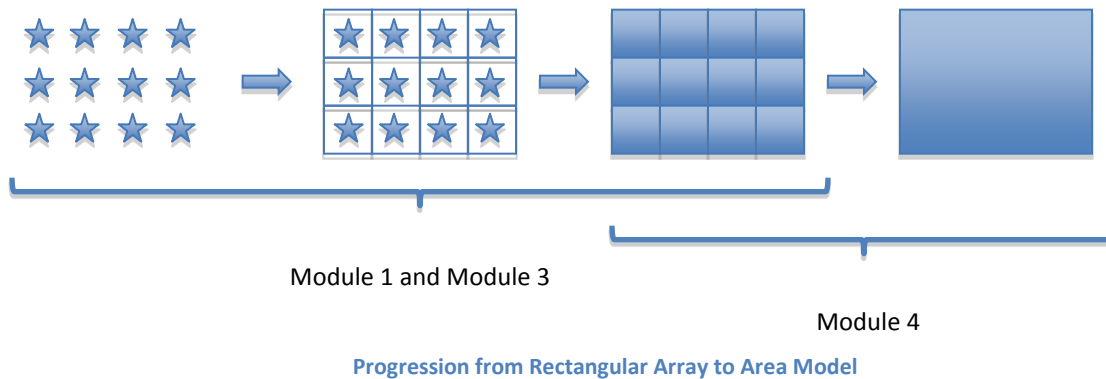
Rationale for Module Sequence in Grade 3

The first module builds upon the foundation of multiplicative thinking with units started in Grade 2. First, students concentrate on the meaning of multiplication and division and begin developing fluency for learning products involving factors of 2, 3, 4, 5, and 10 (see key areas of focus and

required fluency above). The restricted set of facts keeps learning manageable, and also provides enough examples to do one- and two-step word problems and to start measurement problems involving weight, capacity and time in the second module.

Module 2, which focuses on measurement, again provides students with internalization time for learning the 2, 3, 4, 5, and 10 facts as part of their fluency activities. Students can also take this time to work with place value, comparison and rounding concepts. The goal is to develop students' number sense well enough that they can build proportional bar diagrams used in solving word problems in Grade 3 and beyond (e.g., "If this bar represents 62 kg, then a bar representing 35 kg needs to be slightly longer than half the 62 kg bar..."). Drawing the relative sizes of the lengths of two bars also prepares students to locate fractions on a number line in Module 5 (where they learn to locate the points $\frac{1}{3}$ and $\frac{1}{5}$ on the number line relative to each other and relative to the whole unit).

Students learn the remaining multiplication and division facts in Module 3 as they continue to develop their understanding of multiplication and division strategies within 100 and use those strategies to solve two-step word problems. The "2, 3, 4, 5 and 10 facts" module (Module 1) and the "6, 7, 8 and 9 facts" module (Module 3) both provide important, sustained time for work in understanding the structure of rectangular arrays to prepare students for area in Module 4. This work is necessary because students initially find it difficult to distinguish the different squares in a rectangular array area model (the third array in the picture below), count them and recognize that the count is related to multiplication. Modules 1 and 3 slowly build up to a rectangular array area model using hands-on rectangular arrays (i.e., a Rekenrek) and/or pictures of rectangular arrays involving objects only (stars, disks, etc.)—all in the context of learning multiplication and division:



By Module 4, students are ready to investigate area and the formula for the area of a rectangle. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps. When that shape is a rectangle with whole number side

lengths, it is easy to partition the rectangle into squares with equal areas (as in the third stage of the illustration above).

The goal of Module 5 is for students to transition from thinking of fractions as parts of a figure to points on a number line. To make that jump, students think of fractions as being constructed out of unit fractions: “1 fourth” is the length of a segment on the number line such that the length of four concatenated fourth segments on the line equals 1 (the whole). Once the unit “1 fourth” has been established, counting them is as easy as counting whole numbers: 1 fourth, 2 fourths, 3 fourths, 4 fourths, 5 fourths, etc. Students also compare fractions, find equivalent fractions in special cases, and solve problems that involve comparing fractions.

In Module 6, students leave the world of exact measurements behind. By applying their knowledge of fractions from Module 5, they estimate lengths to the nearest halves and fourths of an inch and record that information in bar graphs and line plots. This module also prepares students for the multiplicative comparison problems of Grade 4 by asking students “how many more” and “how many less” questions of scaled bar graphs.

The year rounds out with plenty of time to solve two-step word problems involving the four operations, and to improve fluency for concepts and skills initiated earlier in the year. In Module 7, students also describe, analyze, and compare properties of two-dimensional shapes. By now, students have done enough work with both linear and area measurement models to study that there is no relationship in general between the perimeter and area of a figure, one of the concepts of the last module.

Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules ³⁸
<p>Module 1: Multiplication and Division with Factors of 2, 3, 4, 5, and 10 (25 days)</p>	<p>Represent and solve problems involving multiplication and division.³⁹</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. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i></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. <i>For example, describe</i></p>

³⁸ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

³⁹ Limited to factors of 2, 3, 4, 5, and 10 and the corresponding dividends.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules ³⁸
	<p><i>a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i></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. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</i></p> <p>Understand properties of multiplication and the relationship between multiplication and division.⁴⁰</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p> <p>3.OA.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p> <p>Multiply and divide within 100.⁴¹</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>Solve problems involving the four operations, and identify and explain patterns in arithmetic.⁴²</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>

⁴⁰ Limited to factors of 2, 3, 4, 5, and 10 and the corresponding dividends.

⁴¹ Limited to factors of 2, 3, 4, 5, and 10 and the corresponding dividends.

⁴² Limited to factors of 2, 3, 4, 5, and 10 and the corresponding dividends.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules ³⁸
	<p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p>
<p>Module 2: Problem Solving with Mass, Time, and Capacity (25 days)</p>	<p>Use place value understanding and properties of operations to perform multi-digit arithmetic.⁴³</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>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</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>Module 3: Multiplication and Division with Factors of 6, 7, 8, and 9 (25 days)</p>	<p>Represent and solve problems involving multiplication and division.</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. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i></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. <i>For example, describe</i></p>

⁴³ 3.NBT.3 is taught in Module 3.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules ³⁸
	<p><i>a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i></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. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ___ \div 3$, $6 \times 6 = ?$</i></p> <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p> <p>3.OA.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p> <p>Multiply and divide within 100.⁴⁴</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>Solve problems involving the four operations, and identify and explain patterns in arithmetic.⁴⁵</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</p>

⁴⁴ From this point forward, fluency practice with multiplication and division facts is part of the students' on-going experience.

⁴⁵ After being fully taught in Module 3, this standard (as well as OA.3) continues being practiced throughout the remainder of the school year.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules ³⁸
	<p>explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.⁴⁶</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>Module 4: Multiplication and Area (20 days)</p>	<p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ol style="list-style-type: none"> 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. 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>3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p>3.MD.7 Relate area to the operations of multiplication and addition.</p> <ol style="list-style-type: none"> 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. 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. 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. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-

⁴⁶ 3.NBT.1 and 3.NBT.2 are taught in Module 2.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules ³⁸
	<p>overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>
<p>Module 5: Fractions as Numbers on the Number Line (35 days)</p>	<p>Develop understanding of fractions as numbers.</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 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>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>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 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>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>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i></p> <p>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</p>

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules ³⁸
	<p>the conclusions, e.g., by using a visual fraction model.</p> <p>Reason with shapes and their attributes.⁴⁷</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. For example, partition a shape into 4 parts with equal area and describe the area of each part as $\frac{1}{4}$ of the area of the shape.</p>
<p>Module 6: Collecting and Displaying Data (10 days)</p>	<p>Represent and interpret data.</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. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p> <p>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.</p>
<p>Module 7: Word Problems with Geometry and Measurement⁴⁸ (40 days)</p>	<p>Represent and interpret data.⁴⁹</p> <p>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.</p> <p>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</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>

⁴⁷ 3.G.1 is taught in Module 7.

⁴⁸ The seemingly eclectic set of standards in Module 7 allows for a new level of word problems, including perimeter and measurement word problems.

⁴⁹ 3.MD.3 is taught in Module 6.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules ³⁸
	<p>Reason with shapes and their attributes.</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>

Sequence of Grade 4 Modules Aligned with the Standards

Module 1: Place Value, Rounding, Fluency with Addition and Subtraction Algorithms of Whole Numbers

Module 2: Unit Conversions: Addition and Subtraction of Length, Weight, and Capacity

Module 3: Multiplication and Division of up to a 4-Digit Number by up to a 1-Digit Number Using Place Value

Module 4: Addition and Subtraction of Angle Measurement of Planar Figures

Module 5: Order and Operations with Fractions

Module 6: Decimal Fractions

Module 7: Exploring Multiplication

Summary of Year

Fourth grade mathematics is about (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Key Areas of Focus for 3-5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency: 4.NBT.4 Add and subtract within 1,000,000.

CCLS Major Emphasis Clusters
<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> Use the four operations with whole numbers to solve problems.
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> Generalize place value understanding for multi-digit whole numbers. Use place value understanding and properties of operations to perform multi-digit arithmetic.
<p>Number and Operations – Fractions</p> <ul style="list-style-type: none"> 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.

Rationale for Module Sequence in Grade 4

Module 1 begins with a study of large numbers. Students are familiar with big units. For example, movies take about a gigabyte (1,000,000,000 bytes) to store on a computer while songs take about a megabyte (1,000,000 bytes). To understand these big numbers, the students rely upon

previous mastery of rounding and the addition and subtraction algorithms. In a sense, the algorithms have come full circle: In Grades 2 and 3 the algorithms were the *abstract* idea students were trying to learn, but by Grade 4 the algorithms have become the *concrete* knowledge students use to understand new ideas.

The algorithms continue to play a part in Module 2 on unit conversions. Repetitive by design, this module helps students draw similarities between:

10 ones = 1 ten

100 ones = 1 hundred

100 cm = 1 m

1000 ones = 1 thousand

1000 m = 1 km

1000 g = 1 kg

1000 mL = 1 L

Here again, measurement problems act as the glue that binds knowledge of the algorithms, mental math, place value, and real-world applications together into a coherent whole.

In Module 3, measurements provide the concrete foundation behind the distributive property in the multiplication algorithm: $4 \times (1 \text{ m } 2 \text{ cm})$ can be made physical using ribbon, where it is easy to see the 4 copies of 1 m and the 4 copies of 2 cm. Likewise, $4 \times (1 \text{ ten } 2 \text{ ones}) = 4 \text{ tens } 8 \text{ ones}$. Students then turn to the place value table with number disks to develop efficient procedures for multiplying and dividing one-digit whole numbers and use the table with number disks to understand and explain why the procedures work. Students also solve word problems throughout the module where they select and accurately apply appropriate methods to estimate, mentally calculate, or use the procedures they are learning to compute products and quotients.

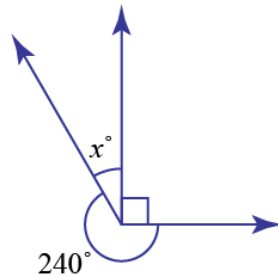
Module 4 focuses as much on solving unknown angle problems using letters and equations as it does on building, drawing, and analyzing two-dimensional shapes in geometry. Students have already used letters and equations to solve word problems in earlier grades. They continue to do so in Grade 4, and now they also learn to solve unknown angle problems: work that challenges students to build and solve equations to find unknown angle measures. First, students learn the definition of degree and learn how to measure angles in degrees using a protractor. From the definition of degree and the fact that angle measures are additive, the following rudimentary facts about angles naturally follow:

1. Vertical angles are equal.
2. The sum of angle measurements on a line is 180 degrees.

3. The sum of angle measurements around a point is 360 degrees.

Armed only with these three facts (and the two facts used to justify them), students are able to generate and solve equations that make sense, as in the following problem:

Find the unknown angle x .



$$X + 240 + 90 = 360$$

$$X + 330 = 360$$

$$X = 30$$

Unknown angle problems help to unlock algebraic concepts for students *because such problems are visual*. The x clearly stands for a specific number: If a student wished, he could place a protractor down on that angle and measure it to find x . But doing so destroys the joy of deducing the answer and solving the puzzle on his own.

Module 5 centers on equivalent fractions and operations with fractions. We use fractions when there is a given unit, the *whole unit*, but we want to measure using a smaller unit, called the *fractional unit*. To prepare students to explore the relationship between a fractional unit and its whole unit, examples of such relationships in different contexts were already carefully established earlier in the year:

360 degrees in 1 complete turn

100 cm in 1 meter

1000 g in 1 kilogram

1000 mL in 1 liter

The beauty of fractional units, once defined and understood, is that they behave just as all other units do:

- “3 fourths + 5 fourths = 8 fourths” like “3 apples + 5 apples = 8 apples”
- “3 fourths \times 4 = 12 fourths” like “3 apples \times 4 = 12 apples”

This module also includes measuring and plotting fractional numbers and adding/subtracting those measurements. In Grade 2, fractions were mostly used as adjectives (for example, half cup, third of an hour, etc.). As students do basic fraction arithmetic in Grade 4, they gradually come to understand fractions as numbers.

Module 6, on decimal fractions, starts with the realization that decimal place value units are simply special fractional units: 1 tenth = $1/10$, 1 hundredth = $1/100$, etc. Fluency plays an important role in this topic as students learn to relate $3/10 = 0.3 = 3$ tenths.

The year ends with an exploratory module on multiplication. Students have been practicing the algorithm for multiplying by a one-digit number since Module 3. The goal of Module 7 is to structure opportunities for them to discover ways to multiply two-digit \times two-digit numbers with their tools (such as place value tables, area models, bar diagrams, number disks, the distributive property and equations). Students also solve fraction and area problems that involve customary measurements (inches and feet, etc.).

Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules ⁵⁰
<p>Module 1: Place Value, Rounding, Fluency with Addition and Subtraction Algorithms of Whole Numbers (25 days)</p>	<p>Use the four operations with whole numbers to solve problems.⁵¹</p> <p>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. 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>Generalize place value understanding for multi-digit whole numbers.</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. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and</p>

⁵⁰ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

⁵¹ 4.OA.1 and 4.OA.2 are taught in Modules 3 and 7.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules ⁵⁰
	<p>expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.⁵²</p> <p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>
<p>Module 2: Unit Conversions: Addition and Subtraction of Length, Weight, and Capacity (7 days)</p>	<p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.⁵³</p> <p>4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></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. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>
<p>Module 3: Multiplication and Division of up to a 4-Digit Number by up to a 1-Digit Number Using Place Value (43 days)</p>	<p>Use the four operations with whole numbers to solve problems.</p> <p>4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using</p>

⁵² 4.NBT.5 is taught in Modules 3 and 7; 4.NBT.6 is taught in Module 3.

⁵³ The focus of this module is on the metric system to reinforce place value, mixed units, and word problems with unit conversions. Decimal and fraction word problems wait until Modules 5 and 6. 4.MD.3 is taught in Module 3.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules ⁵⁰
	<p>drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>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. 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>Gain familiarity with factors and multiplies.</p> <p>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. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>Generate and analyze patterns.</p> <p>4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.⁵⁴</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. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</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. Illustrate and explain the calculation by using</p>

⁵⁴ Multiplying two 2-digit numbers is the focus of Module 7.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules ⁵⁰
	<p>equations, rectangular arrays, and/or area models.</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.⁵⁵</p> <p>4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p>
<p>Module 4: Addition and Subtraction of Angle Measurements of Planar Figures (20 days)</p>	<p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <ul style="list-style-type: none"> a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. <p>4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</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. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and</p>

⁵⁵ 4.MD.1 is taught in Modules 2 and 7. 4.MD.2 is taught in Modules 2, 5, 6, and 7.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules ⁵⁰
	<p>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. Recognize right triangles as a category, and identify right triangles.</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>Module 5: Order and Operations with Fractions⁵⁶ (45 days)</p>	<p>Extend understanding of fraction equivalence and ordering.</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 differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.</p> <p>4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <ol style="list-style-type: none"> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 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

⁵⁶ Tenths and hundredths are important fractions in this module, represented in decimal form in Module 6.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules ⁵⁰
	<p>visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</p> <p>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>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> <p>4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</p> <p>b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</p> <p>c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.⁵⁷</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</p>

⁵⁷ 4.MD.1 is taught in Modules 2 and 7. 4.MD.3 is taught in Module 3.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules ⁵⁰
	<p>decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>Represent and interpret data.</p> <p>4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p>
<p>Module 6: Decimal Fractions (20 days)</p>	<p>Understand decimal notations for fractions, and compare decimal fractions.⁵⁸</p> <p>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. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</p> <p>4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p> <p>4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.⁵⁹</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. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>

⁵⁸ In this module we continue to work with fractions, now including decimal form.

⁵⁹ 4.MD.1 is taught in Modules 2 and 7. 4.MD.3 is taught in Module 3.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules ⁵⁰
<p>Module 7: Exploring Multiplication (20 days)</p>	<p>Use the four operations with whole numbers to solve problems.</p> <p>4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>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. 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>Use place value understanding and properties of operations to perform multi-digit arithmetic.⁶⁰</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. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.⁶¹</p> <p>4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></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</p>

⁶⁰ In Module 7, the focus is on multiplying two 2-digit numbers.

⁶¹ The focus now is on customary units in word problems for application of fraction concepts. 4.MD.3 is taught in Module 3.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules ⁵⁰
	<p>decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>

Sequence of Grade 5 Modules Aligned with the Standards

Module 1: Whole Number and Decimal Fraction Place Value to the One-Thousandths

Module 2: Multi-Digit Whole Number and Decimal Fraction Operations

Module 3: Addition and Subtraction of Fractions

Module 4: Multiplication and Division of Fractions and Decimal Fractions

Module 5: Addition and Multiplication with Volume and Area

Module 6: Graph Points on the Coordinate Plane to Solve Problems

Summary of Year

Fifth grade mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Key Areas of Focus for 3-5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency: 5.NBT.5 Multi-digit multiplication.

CCLS Major Emphasis Clusters
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> Understand the place value system. Perform operations with multi-digit whole numbers and with decimals to hundredths.
<p>Number and Operations – Fractions</p> <ul style="list-style-type: none"> Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
<p>Measurement and Data</p> <ul style="list-style-type: none"> Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Rationale for Module Sequence in Grade 5

Students’ experiences with the algorithms as ways to manipulate place value units in Grades 2-4 really begin to pay dividends in Grade 5. In Module 1, whole number patterns with number disks on the place value table are easily generalized to decimal numbers. As students work word problems with measurements in the metric system, where the same patterns occur, they begin to appreciate the value and the meaning of decimals. Fractions of the form $1/10$, $1/100$, $1/1000$ also play a prominent role in the first module and are used to investigate patterns on the place value table.

Module 2 starts by giving students a chance to sharpen their skills in multiplying and dividing (decimal) numbers by 1-digit whole numbers. Now they are ready to generalize the 1-digit algorithms to the multi-digit whole number versions (multi-digit decimal multiplication such as 4.1×3.4 and division such as $4.5 \div 1.5$ are studied in Module 4). For multiplication, students must grapple with and fully understand the distributive property (one of the key reasons for teaching the multi-digit algorithm). While the multi-digit multiplication algorithm is a straightforward generalization of the one-digit multiplication algorithm, the division algorithm with two-digit divisor requires far more care to teach because students have to also learn estimation strategies, error correction strategies, and the idea of successive approximation (all of which are central concepts in math, science, and engineering).

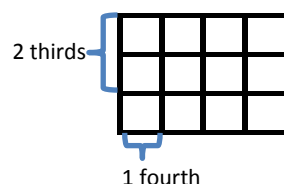
Work with place value units in the first two modules paves the path to fractions and arithmetic with fractions in Module 3 as elementary math's place value emphasis shifts to a focus on the larger set of fractional units for algebra. Like units are added to and subtracted from like units:

$$1.5 + 0.8 = 1\frac{5}{10} + \frac{8}{10} = 15 \text{ tenths} + 8 \text{ tenths} = 23 \text{ tenths} = 2 \text{ and } 3 \text{ tenths} = 2\frac{3}{10} = 2.3$$

$$1\frac{5}{9} + \frac{8}{9} = 14 \text{ ninths} + 8 \text{ ninths} = 22 \text{ ninths} = 2 \text{ and } 4 \text{ ninths} = 2\frac{4}{9}$$

The new complexity is that if units are not equivalent, they must be changed for smaller equal units so that they can be added or subtracted. Probably the best model for showing this is the rectangular fraction model pictured below. The equivalence is then represented symbolically as students engage in active meaning-making rather than obeying the perhaps mysterious command to “multiply the top and bottom by the same number.”

$$\begin{aligned} 2 \text{ boys} + 1 \text{ girl} &= 2 \text{ children} + 1 \text{ child} = 3 \text{ children} \\ 2 \text{ thirds} + 1 \text{ fourth} &= 8 \text{ twelfths} + 3 \text{ twelfths} = 11 \text{ twelfths} \end{aligned}$$

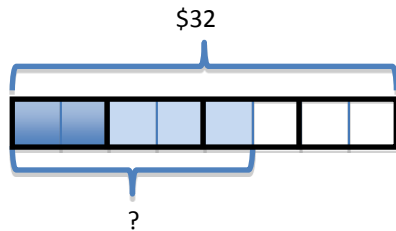


$$\frac{2}{3} + \frac{1}{4} = \left(\frac{2 \times 4}{3 \times 4}\right) + \left(\frac{1 \times 3}{4 \times 3}\right) = \frac{8}{12} + \frac{3}{12} = \frac{11}{12}$$

Relating different fractional units to one another requires extensive work with area and number line diagrams. Tape diagrams are used often in word problems. Tape diagrams, which students began using in the early grades and which become increasingly useful as students applied them to a greater and greater variety of word problems, hit their full strength as a model when applied to fraction word problems. At the heart of a tape diagram is the now-familiar idea of forming units. In fact, forming units to solve word problems is one of the most powerful examples of the unit theme and is

particularly helpful for understanding fraction arithmetic, as in the following example:

Jill had \$32. She gave $\frac{1}{4}$ of her money to charity and $\frac{3}{8}$ of her money to her brother. How much did she give altogether?



Solution with units:

8 units = \$32
 1 unit = \$4
 5 units = \$20

Solution with arithmetic:

$$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$$

$$\frac{5}{8} \times 32 = 20$$

Jill gave \$20 altogether.

Near the end of Module 4 students know enough about fractions and whole number operations to begin to explore multi-digit decimal multiplication and division. In multiplying 2.1×3.8 , for example, students now have multiple skills and strategies that they can use to locate the decimal point in the final answer, including:

- Unit awareness: $2.1 \times 3.8 = 21 \text{ tenths} \times 38 \text{ tenths} = 798 \text{ hundredths}$
- Estimation (through rounding): $2.1 \times 3.8 \approx 2 \times 4 = 8$, so $2.1 \times 3.8 = 7.98$
- Fraction multiplication: $21/10 \times 38/10 = (21 \times 38)/(10 \times 10)$

Similar strategies enrich students’ understanding of division and help them to see multi-digit decimal division as whole number division in a different unit. For example, we divide to find, “How many groups of 3 apples are there in 45 apples?” and write $45 \text{ apples} \div 3 \text{ apples} = 15$. Similarly, $4.5 \div 0.3$ can be written as “45 tenths \div 3 tenths” with the same answer: There are 15 groups of 0.3 in 4.5. This idea was used to introduce fraction division earlier in the module, thus gluing division to whole numbers, fractions and decimals together through an understanding of units.

Through the daily use of area models, the fraction module prepares students for an in-depth discussion of area and volume in Module 5. But the module on area and volume also reinforces work done in the fraction module: Now, questions about how the area changes when a rectangle is scaled by a whole or fractional scale factor may be asked. Measuring volume once again highlights the unit theme, as a unit cube is chosen to represent a volume unit and used to measure the volume of simple shapes composed out of rectangular prisms.

Scaling is revisited in the last module on the coordinate plane. Ever since the growth and shrinking patterns were first introduced in Kindergarten, students have been using bar graphs to display data and patterns. Extensive bar-graph work has set the stage for line plots, which are both the natural extension of bar graphs and the precursor to linear functions. It is in this final module of K-5 that a simple line plot of a straight line is

presented on a coordinate plane and students are asked about the scaling relationship between the increase in the units of the vertical axis for 1 unit of increase in the horizontal axis. This is the first hint of slope and marks the beginning of the major theme of middle school: ratios and proportions.

Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules ⁶²
<p>Module 1: Whole Number and Decimal Fraction Place Value to the One-Thousandths (20 days)</p>	<p>Understand the place value system.</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 10.⁶³</p> <p>5.NBT.3 Read, write, and compare decimals to thousandths.</p> <p>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>b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>5.NBT.4 Use place value understanding to round decimals to any place.</p> <p>Convert like measurement units within a given measurement system.⁶⁴</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>

⁶² When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

⁶³ The focus in this module is on patterns when multiplying or dividing by 10, not powers of 10.

⁶⁴ The focus of this module is on the metric system to reinforce place value and writing measurements using mixed units.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules ⁶²
<p>Module 2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)</p>	<p>Write and interpret numerical expressions.⁶⁵</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. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i></p> <p>Understand the place value system.⁶⁶</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>Perform operations with multi-digit whole numbers and with decimals to hundredths.</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</p>

⁶⁵ These skills are also applied to fractions in this module.

⁶⁶ 5.NBT.3 and 5.NBT.4 are taught in Module 1.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules ⁶²
	addition and subtraction; relate the strategy to a written method and explain the reasoning used. ⁶⁷
<p>Module 3: Addition and Subtraction of Fractions (22 days)</p>	<p>Use equivalent fractions as a strategy to add and subtract fractions.⁶⁸</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. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></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. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p>
<p>Module 4: Multiplication and Division of Fractions and Decimal Fractions (38 days)</p>	<p>Write and interpret numerical expressions.</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. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i></p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.⁶⁹</p> <p>5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings</p>

⁶⁷ Focus on decimal multiplication of a single-digit, whole number factor times a multi-digit number with up to 2 decimal places (e.g., 3×64.98). Restrict decimal division to a single digit whole number divisor with a multi-digit dividend with up to 2 decimal places (e.g., $64.98 \div 3$). The balance of the standard is taught in Module 4.

⁶⁸ Examples in this module also include tenths and hundredths in fraction and decimal form.

⁶⁹ 5.NBT.5 and 5.NBT.6 are taught in Module 2. Teach problems such as 2.7×2.1 and $4.5 \div 1.5$. See “Progressions” pgs. 17 – 18 (http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf).

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules ⁶²
	<p>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>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.⁷⁰</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. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p> <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>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 $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i></p> <p>5.NF.5 Interpret multiplication as scaling (resizing), by:</p> <p>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>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>

⁷⁰ The focus of 5.NF.4 in this module is only on part a; 5.NF.4b is taught in Module 5. Include problems involving decimal fractions throughout the cluster.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules ⁶²
	<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 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <ul style="list-style-type: none"> a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$. 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. <i>For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?</i> <p>Convert like measurement units within a given measurement system.⁷¹</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>Represent and interpret data.</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. <i>For example, given different measurements of liquid in identical beakers, find the amount</i></p>

⁷¹ The focus of 5.MD.1 in this module is on the customary system of units as a means of introducing fractions (e.g., 1 inch is 1/12 foot, 1 foot is 1/3 yard, etc.).

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	<p><i>of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>
<p>Module 5: Addition and Multiplication with Volume and Area (25 days)</p>	<p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.⁷²</p> <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>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.</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>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.</p> <p>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.</p> <p>5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p>5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>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</p>

⁷² 5.NF.3 is taught in Module 3; 5.NF.4a, 5.NF.5, 5.NF.6, and 5.NF.7 are taught in Module 4. In this module 5.NF.4b is applied to multiplying to find volume and area. 5.NF.4b certainly includes decimal fraction side lengths of sides of a rectangle (in both fraction and decimal form).

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	<p>threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>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>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> <p>Classify two-dimensional figures into categories based on their properties.</p> <p>5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>5.G.4 Classify two-dimensional figures in a hierarchy based on properties.</p>
<p>Module 6: Graph Points on the Coordinate Plane to Solve Problems (40 days)</p>	<p>Write and interpret numerical expressions.⁷³</p> <p>5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i></p> <p>Analyze patterns and relationships.</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. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the</i></p>

⁷³ 5.OA.1 is taught in Modules 2 and 4.

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	<p><i>corresponding terms in the other sequence. Explain informally why this is so.</i></p> <p>Graph points on the coordinate plane to solve real-world and mathematical problems.</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>