|  | **Module Focus (Inclusion)** | **Access Points Standards Focus** |
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| **A****U****G****U****S****T** |  | Routines and processes establishedDetermine baselines for learningBeginning of the year student profiles completedMAFS.K.CC.2.4 Understand the relationship between numbers and quantities; connect counting to cardinality.**ACCESS POINTS**MAFS.K.CC.2.AP.4a Identify the set that has more.MAFS.K.CC.2.AP.4b Count up to 10 objects in a line, rectangle or array.MAFS.K.CC.2.AP.4c Match the numeral to the number of objects in a set. |
| **S****E****P****T****E****M****B****E****R** | Content alignedMath Focus:Counting 0-5 | MAFS.K.CC.1.1 Count to 100 by ones and by tens.**ACCESS POINTS**MAFS.K.CC.1.AP.1a Rote count up to 10.MAFS.K.CC.1.AP.1b Rote count up to 31.MAFS.K.CC.1.AP.1c Rote count up to 100.MAFS.K.CC.1.2Count forward beginning from a given number within the known sequence (instead of having to begin at 1).**ACCESS POINT**MAFS.K.CC.1.2a Rote count forward from a given number (instead of having to begin at 1).MAFS.K.CC.1.3Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).**ACCESS POINTS**MAFS.K.CC.1.AP.3a Identify numerals 1-10.MAFS.K.CC.1.AP.3b Identify the numerals 1-10 when presented with the name of the number.MAFS.K.CC.1.AP.3c Write or select the numerals 1-10.MAFS.K.CC.2.4 Understand the relationship between numbers and quantities; connect counting to cardinality.**ACCESS POINTS**MAFS.K.CC.2.AP.4a Identify the set that has more.MAFS.K.CC.2.AP.4b Count up to 10 objects in a line, rectangle or array.MAFS.K.CC.2.AP.4c Match the numeral to the number of objects in a set. |
| **O****C****T****O****B****E****R** | Content alignedMath Focus:Counting 0-10Shapes | MAFS.K.CC.1.2Count forward beginning from a given number within the known sequence (instead of having to begin at 1).**ACCESS POINT**MAFS.K.CC.1.2a Rote count forward from a given number (instead of having to begin at 1).MAFS.K.CC.1.3Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).**ACCESS POINTS**MAFS.K.CC.1.AP.3a Identify numerals 1-10.MAFS.K.CC.1.AP.3b Identify the numerals 1-10 when presented with the name of the number.MAFS.K.CC.1.AP.3c Write or select the numerals 1-10.MAFS.K.CC.3.6 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.**ACCESS POINTS**MAFS.K.CC.3.AP.6a Compare two sets and identify the set that is greater than the other set, up to 10.MAFS.K.CC.3.AP.6b Compare two sets and identify the set that is less than the other set, up to 10MAFS.K.CC.3.AP.6c Compare 2 sets and identify if the set is equal to the other set, up to 10.MAFS.K.G.1.2 Correctly name shapes regardless of their orientations or overall size.**ACCESS POINTS**MAFS.K.G.1.AP.2a Recognize two-dimensional shapes (e.g., circle, square, triangle, rectangle), regardless of orientation or size.MAFS.K.G.2.4 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).**ACCESS POINTS**MAFS.K.G.2.AP.4a Recognize two-dimensional shapes in environment, regardless of orientation or size.MAFS.K.G.2.AP.4b Use spatial language (e.g., above, below) to describe two-dimensional shapes. |
| **N****O****V****E****M****B****E****R****/****D****E****C****E****M****B****E****R** | Partial content alignmentMath Focus:Counting 11-20 | MAFS.K.CC.1.2Count forward beginning from a given number within the known sequence (instead of having to begin at 1).**ACCESS POINT**MAFS.K.CC.1.2a Rote count forward from a given number (instead of having to begin at 1).MAFS.K.CC.1.3Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).**ACCESS POINTS**MAFS.K.CC.1.AP.3a Identify numerals 1-10.MAFS.K.CC.1.AP.3b Identify the numerals 1-10 when presented with the name of the number.MAFS.K.CC.1.AP.3c Write or select the numerals 1-10.MAFS.K.CC.3.6 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.**ACCESS POINTS**MAFS.K.CC.3.AP.6a Compare two sets and identify the set that is greater than the other set, up to 10.MAFS.K.CC.3.AP.6b Compare two sets and identify the set that is less than the other set, up to 10MAFS.K.CC.3.AP.6c Compare 2 sets and identify if the set is equal to the other set, up to 10. |
| **J****A****N****/****F****E****B****.****1****5** | Content alignedMath Focus:Addition | MAFS.K.OA.1.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations,expressions or equations.**ACCESS POINT**MAFS.K.OA.1.AP.1a Model with objects or communicate which groups of objects model “add\_\_\_” or “take away” within five objects.MAFS.K.OA.1.a Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)**ACCESS POINT**MAFS.K.OA.1.AP.aa Use objects to solve word problems related to addition and subtraction that involve unknowns and quantities up to five. |
| **F****E****B****.****1****5****/****M****A****RC****H** | Content alignedMath Focus:Subtraction | MAFS.K.OA.1.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations,expressions or equations.**ACCESS POINT**MAFS.K.OA.1.AP.1a Model with objects or communicate which groups of objects model “add\_\_\_” or “take away” within five objects.MAFS.K.OA.1.a Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)**ACCESS POINT**MAFS.K.OA.1.AP.aa Use objects to solve word problems related to addition and subtraction that involve unknowns and quantities up to five. |
| **A****P****R****I****L****/****M****A****Y** | Content alignedMath Focus:Working with numbers 11-20Measurement | MAFS.K.NBT.1.1 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 (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six seven, eight, or nine ones.**ACCESS POINTS**MAFS.K.MD.1.AP.1a Identify the value of a base ten block and ones block to build representations of 11-15.MAFS.K.CC.3.7 Compare two numbers between 1 and 10 presented as written numerals.**ACCESS POINTS**MAFS.K.CC.3.AP.7a Identify the smaller or larger number given two numbers between 0 and 10.MAFS.K.MD.1.1Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.**ACCESS POINTS**MAFS.K.MD.1.AP.1a Describe objects in terms of measurable attributes (longer, shorted, heavier, lighter, etc.).Complete end of the year student profiles |

# ***First Grade Math***

|  | **Module Focus** **(Inclusion)** | **Access Point Standards Focus** |
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| **A****U****G****U****S****T** |  | Teach routines and processesEstablish baselines for learningComplete student profilesMAFS.1.NBT.1.1 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.**ACCESS POINT**MAFS.1.NBT.1.AP.1a Rote count up to 100. |
| **S****E****P****T****E****M****B****E****R** | Content alignedMath Focus:Addition ConceptsSubtraction Concepts | MAFS.1.OA.3.6 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 andsubtraction (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).**ACCESS POINTS**MAFS.1.OA.3.AP.6a Add and subtract within 10, demonstrating fluency for addition and subtraction within five. |
| **O****C****T****O****B****E****R** | Content alignedMath Focus:Additional StrategiesSubtraction Strategies | MAFS.1.OA.1.1 Use addition and subtraction within 20 to solve word problems1 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. (Students are not required to independently read the word problems.)**ACCESS POINT**MAFS.1.OA.1.AP.1a Use base ten blocks to model simple addition or subtraction equations within 20 based upon a word problem.MAFS.1.OA.1.AP.1b Solve addition and subtraction word problems within 20.MAFS.1.OA.1.AP.1c Solve one-step addition and subtraction word problems where the change or result is unknown (4 + \_ = 7) or (4 + 3 = \_\_), within 20 using objects, drawings, or pictures.MAFS.1.OA.1.2 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.**ACCESS POINTS**MAFS.1.OA.1.AP.2a Solve word problems that include combining three quantities whose sum is less than 10 using objects or drawings. |
| **N****O****V****E****M****B****E****R****/****D****E****C****E****M****B****E****R** | Partial content alignmentMath Focus:Addition and Subtraction RelationshipsCount and Model NumbersCompare Numbers | MAFS.1.NBT.1.1 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.**ACCESS POINT**MAFS.1.NBT.1.AP.1a Rote count up to 100.MAFS.1.NBT.2.2Understand that the two digits of a two-digit number represent amounts of tens and ones.**ACCESS POINTS**MAFS.1.NBT.2.AP.2a Build representations of numbers up to 31 by creating a group of 10 and some ones (e.g., 13 = one ten and three ones).MAFS.1.NBT.2.AP.2b Identify the value of the numbers in the tens and one place within a given number up to 31.MAFS.1.NBT.2.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.**ACCESS POINT**MAFS.1.NBT.2.AP.3a Compare two-digit numbers up to 31 using representations and numbers (e.g., identify more tens, fewer tens, more ones, fewer ones, larger number, smaller number). |
| **J****A****N****/****F****E****B****.****1****5** | Partial content alignmentMath Focus:Two-Digit Addition and SubtractionMeasurement- Linear | MAFS.1.MD.1.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.**ACCESS POINT**MAFS.1.MD.1.AP.1a Order up to three objects based on a measurable attribute (height, weight, length). MAFS.1.MD.1.a Understand how to use a ruler to measure length to the nearest inch.**ACCESS POINT**MAFS.1.MD.1.AP.aa Use a ruler to measure the length of an object with exact whole units. |
| **F****E****B****.****1****5****/****M****A****RC****H** | Content alignedMath Focus:Measurement- TimeMoney | MAFS.1.MD.2.3 Tell and write time in hours and half-hours using analog and digit clocks.**ACCESS POINT**MAFS.1.MD.2.AP.3a Tell time in whole and half hours using a digital clock.MAFS.1.MD.2.a Identify and combine values of money in cents up to one dollar working with a single unit of currency1.**ACCESS POINT**MAFS.1.MD.2.AP.aa Identify the value of pennies, nickels, dimes, and quarters. |
| **A****P****R****I****L****/****M****A****Y** | Partial content alignmentMath Focus:Represent DataThree-Dimensional GeometryTwo-Dimensional Geometry | MAFS.1.G.1.1 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.**ACCESS POINT**MAFS.1.G.1.AP.1a Distinguish two-dimensional shapes based upon their defining attributes (i.e., size, corners, and points).MAFS.1.G.1.2 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.**ACCESS POINT**MAFS.1.G.1.AP.2a Draw or build two- and three-dimensional shapes.Complete end of the year student profiles |

# ***Second Grade Math***

|  | **Module Focus (Inclusion)** | **Access Point Standards Focus** |
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| **A****U****G****U****S****T** |  | Routines and processes establishedDetermine baselines for learningBeginning of the year student profiles completedMAFS.2.OA.1.1 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.**ACCESS POINTS**MAFS.2.OA.1.AP.1a Solve addition and subtraction word problems within 100 using objects, drawings, or pictures.MAFS.2.OA.1.AP.1b Use pictures, drawings, or objects to represent the steps of a problem.MAFS.2.OA.1.AP.1c Write or select an equation representing the problem and its solution. |
| **S****E****P****T****E****M****B****E****R** | Partial content alignmentMath Focus:Number ConceptsNumbers to 1,000  | MAFS.2.OA.1.1 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.**ACCESS POINTS**MAFS.2.OA.1.AP.1a Solve addition and subtraction word problems within 100 using objects, drawings, or pictures.MAFS.2.OA.1.AP.1b Use pictures, drawings, or objects to represent the steps of a problem.MAFS.2.OA.1.AP.1c Write or select an equation representing the problem and its solution.MAFS.2.OA.3.3 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 twos; write an equation to express an even number as a sum of two equal addends.**ACCESS POINTS**MAFS.2.OA.3.AP.3a Identify a group of fewer than 10 objects as odd or even. |
| **O****C****T****O****B****E****R** | Content alignedMath Focus:Additional StrategiesSubtraction Strategies | MAFS.2.OA.3.3 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 twos; write an equation to express an even number as a sum of two equal addends.**ACCESS POINTS**MAFS.2.OA.3.AP.3a Identify a group of fewer than 10 objects as odd or even.MAFS.2.NBT.2.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.**ACCESS POINTS** MAFS.2.NBT.2.AP.5aFluently add or subtract within 50.MAFS.2.NBT.2.AP.5b Model addition and subtraction with base ten blocks within 100.MAFS.2.NBT.2.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.**ACCESS POINT**MAFS.2.NBT.2.AP.6a Combine three two-digit numbers within 20. |
| **N****O****V****E****M****B****E****R****/****D****E****C****E****M****B****E****R** | Content not alignedMath Focus:2-Digit Addition2-Digit Subtraction | MAFS.2.NBT.1.1 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 cases: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 and0 ones).**ACCESS POINTS**MAFS.2.NBT.1.AP.1a With base ten blocks, build representations of three-digit numbers using hundreds, tens, and ones.MAFS.2.NBT.1.2 Count within 1000; skip-count by 5s, 10s, and 100s.**ACCESS POINTS**MAFS.2.NBT.1.AP.2a Skip count by fives up to 100.MAFS.2.NBT.1.AP.2b Skip count by tens up to 200.MAFS.2.NBT.1.AP.2c Skip count by hundreds up to 1,000.MAFS.2.NBT.1.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.**ACCESS POINTS**MAFS.2.NBT.1.AP.3a Identify numerals 0-100.MAFS.2.NBT.1.AP.3b Identify the numeral between 0 and 100 when presented with the name.MAFS.2.NBT.1.AP.3c Write or select the numerals 0-100.MAFS.2.NBT.1.AP.3d Write or select expanded form for any two-digit number.MAFS.2.NBT.1.AP.3e Explain what the zero represents in place value (hundreds, tens, ones) in a number.MAFS.2.NBT.1.4Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.**ACCESS POINTS**MAFS.2.NBT.1.AP.4a Compare (greater than, less than, equal to) two numbers up to 100.MAFS.2.NBT.1.AP.4c Compare three-digit numbers using representations and numbers (e.g., identify more hundreds, fewer hundreds, more tens, fewer tens, more ones, fewer ones, larger number, smaller number). |
| **J****A****N****/****F****E****B****.****1****5** | Partial content alignmentMath Focus:Measurement- Linear | MAFS.2.OA.1.1 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.**ACCESS POINTS**MAFS.2.OA.1.AP.1a Solve addition and subtraction word problems within 100 using objects, drawings, or pictures.MAFS.2.OA.1.AP.1b Use pictures, drawings, or objects to represent the steps of a problem.MAFS.2.OA.1.AP.1c Write or select an equation representing the problem and its solution.MAFS.2.NBT.1.AP.4bCompare two-digit numbers using representations and numbers (e.g., identify more tens, fewer tens, more ones, fewer ones, larger numbers, smaller numbers).MAFS.2.MD.1.1 Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.**ACCESS POINTS**MAFS.2.MD.1.AP.1a Select the appropriate tool and unit of measurement to measure an object (ruler or yard stick, inches or feet).MAFS.2.MD.1.AP.1b Demonstrate or identify appropriate measuring techniques.MAFS.2.NBT.2.7 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 necessary to compose or decompose tens or hundreds.**ACCESS POINTS**MAFS.2.NBT.2.AP.7a Decompose tens into ones and/or hundreds into tens in subtraction situations.MAFS.2.NBT.2.AP.7b Compose ones into tens and/or tens into hundreds in addition situations.MAFS.2.NBT.2.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.**ACCESS POINTS** MAFS.2.NBT.2.AP.8aMentally add or subtract 10 from a given set from the tens family (e.g., What is 10 more than 50? What is 10 fewerthan 70?). |
| **F****E****B****.****1****5****/****M****A****RC****H** | Content alignedMath Focus:Measurement- TimeMoney | MAFS.2.MD.3.7 Tell and write time from analog and digital clocks to the nearest five minutes.**ACCESS POINT**MAFS.2.MD.3.AP.7a Tell and write time in hours and half-hours using analog and digital clocks.MAFS.2.MD.3.8 Solve one- and two-step word problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins (quarters, dimes, nickels, and pennies) using $ and ¢ symbols appropriately. Word problems may involve addition, subtraction, and equal group situations. Example: The cash register shows that the total for your purchase is 59¢. You gave the cashier three quarters. How much change should you receive from the cashier?**ACCESS POINT**MAFS.2.MD.3.AP.8a Solve word problems using dollar bills, quarters, dimes, nickels, or pennies up to $50.MAFS.2.MD.3.7 Tell and write time from analog and digital clocks to the nearest five minutes.**ACCESS POINTS**MAFS.2.MD.3.AP.7a Tell and write time in hours and half-hours using analog and digital clocks.MAFS.2.MD.3.AP.7b Categorize everyday activities into a.m. and p.m. |
| **A****P****R****I****L****/****M****A****Y** | Content alignedMath Focus:Represent DataThree-Dimensional GeometryTwo-Dimensional Geometry | MAFS.2.G.1.1 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.**ACCESS POINTS**MAFS.2.G.1. AP.1a Identify two-dimensional shapes, such as rhombus, pentagons, hexagons, octagons, and ovals, as well as equilateral, isosceles, and scalene triangles. angles, and sides.MAFS.2.G.1.AP.1b Distinguish two- or three-dimensional shapes based upon their attributes (i.e., number of sides, equal or different lengths of sides, number of faces, and number of corners).MAFS.2.G.1.AP.1c Draw two-dimensional shapes with specific attributes.MAFS.2.G.1.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.**ACCESS POINT**MAFS.2.G.1.AP.2a Count the squares that fill a rectangle drawn on graph paper.Complete end of the year student profiles |

# ***Third Grade Math***

|  | **Module Focus (Inclusion)** | **Access Point Standards Focus** |
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| **A****U****G****U****S****T** |  | Routines and processes establishedDetermine baselines for learningBeginning of the year student profiles completedMAFS.3.NBT.1.1 Use place value understanding to round whole numbers to the nearest 10 or 100.**ACCESS POINT**MAFS.3.NBT.1.AP.1a Use place value to round to the nearest 10 or 100. |
| **S****E****P****T****E****M****B****E****R** | Partial content alignmentMath Focus:Addition and subtraction within 1,000Represent and interpret data | MAFS.3.NBT.1.1 Use place value understanding to round whole numbers to the nearest 10 or 100.**ACCESS POINT**MAFS.3.NBT.1.AP.1a Use place value to round to the nearest 10 or 100.MAFS.3.OA.1.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7*.***ACCESS POINTS**MAFS.3.OA.1.AP.1a Find the total number inside an array with neither number in the columns or rows greater than five.MAFS.3.OA.1.AP.1b Solve multiplication problems with neither number greater than five.MAFS.3.OA.1.AP.1c Use objects to model multiplication involving up to five groups with up to five objects in each.MAFS.3.OA.4.8 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.**ACCESS POINT**MAFS.3.OA.4.AP.8aSolve and check one-step word problems using the four operations within 100.MAFS.3.MD.1.1 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.**ACCESS POINTS**MAFS.3.MD.1.AP.1a Solve word problems involving the addition and subtraction of time intervals of whole hours or within an hour (whole hours: 5:00 to 8:00, within hours: 7:15 to 7:45) on a number line.MAFS.3.MD.1.AP.1b Determine the equivalence between the number of minutes and the number of hours (e.g., 60 minutes = 1 hour) on a number line.MAFS.3.MD.2.3 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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.**ACCESS POINTS**MAFS.3.MD.2.AP.3a Collect data and organize into a picture or bar graph.MAFS.3.MD.2.AP.3b Select the appropriate statement that compares the data representations based on a given graph (picture, bar, line plots).MAFS.3.MD.2.4 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.**ACCESS POINTS**MAFS.3.MD.2.AP.4a Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.MAFS.3.MD.2.AP.4b Organize measurement data into a line plot.MAFS.3.MD.3.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).**ACCESS POINT**MAFS.3.MD.3.AP.6a Measure area of rectangles by counting unit squares. |
| **O****C****T****O****B****E****R** | Partial content alignmentMath Focus:Understand MultiplicationMultiplication Facts and StrategiesUse Multiplication Facts | MAFS.3.NBT.1.3 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.**ACCESS POINT**MAFS.3.NBT.1.AP.3a Multiply one-digit numbers by 10, 20, and 50.MAFS.3.MD.4.8 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.**ACCESS POINTS**MAFS.3.MD.4.AP.8a Use addition to find the perimeter of a rectangle.MAFS.3.MD.4.AP.8b Draw different rectangles with the same area but different perimeters on graph paper. |
| **N****O****V****E****M****B****E****R****/****D****E****C****E****M****B****E****R** | Content alignedMath Focus:Understand DivisionDivision Facts and Strategies | MAFS.3.OA.2.5 Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property ofmultiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)**ACCESS POINT**MAFS.3.OA.2.AP.5a Recognize multiplication as commutative and associative.MAFS.3.OA.2.6 Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.**ACCESS POINT**MAFS.3.OA.1.AP.6a Model division as the inverse of multiplication for quantities less than 10. |
| **J****A****N****/****F****E****B****.****1****5** | Content alignedMath Focus:Understand FractionsCompare Fractions | MAFS.3.NF.1.1 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.**ACCESS POINTS**MAFS.3.NF.1.AP.1a Identify the number of highlighted parts (numerator) of a given representation (rectangles and circles).MAFS.3.NF.1.AP.1b Identify the total number of parts (denominator) of a given representation (rectangles and circles).MAFS.3.NF.1.AP.1c Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths.MAFS.3.NF.1.3Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.**ACCESS POINT**MAFS.3.NF.1.AP.3a Identify equivalent fractions on a number line divided into fourths and halves within three units. |
| **F****E****B****.****1****5****/****M****A****RC****H** | Content alignedMath Focus:Time, Length, Liquid Volume, and MassPerimeter and Area | **FSAA Administration window opens February 25th** MAFS.3.MD.1.1 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.**ACCESS POINTS**MAFS.3.MD.1.AP.1a Solve word problems involving the addition and subtraction of time intervals of whole hours or within an hour (whole hours: 5:00 to 8:00, within hours: 7:15 to 7:45) on a number line.MAFS.3.MD.1.AP.1b Determine the equivalence between the number of minutes and the number of hours (e.g., 60 minutes = 1 hour) on a number line.MAFS.3.MD.2.3 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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.**ACCESS POINTS**MAFS.3.MD.2.AP.3a Collect data and organize into a picture or bar graph.MAFS.3.MD.2.AP.3b Select the appropriate statement that compares the data representations based on a given graph (picture, bar, line plots).MAFS.3.MD.2.4 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.**ACCESS POINTS**MAFS.3.MD.2.AP.4a Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.MAFS.3.MD.2.AP.4b Organize measurement data into a line plot.MAFS.3.MD.3.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).**ACCESS POINT**MAFS.3.MD.3.AP.6a Measure area of rectangles by counting unit squares. |
| **A****P****R****I****L** | Content alignedMath Focus:Partial AlignmentTwo-Dimensional Shapes | **FSAA Administration through April 12th (deadline for score entry)**MAFS.3.MD.4.8 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.**ACCESS POINTS**MAFS.3.MD.4.AP.8a Use addition to find the perimeter of a rectangle.MAFS.3.MD.4.AP.8b Draw different rectangles with the same area but different perimeters on graph paper.**Revisit Access Point Standards as indicated by data*** Understanding Base Ten
* Determining Relative Position of Whole Numbers
* Performing Operations with Whole Numbers
* Problem-solving with Whole Numbers
* Representing Operations with Fractions
* Determining Equivalency with Fractions
* Performing Operations with Fractions
* Measurement and Data
 |
| **MAY** |  | Complete end of the year student profiles**Revisit Access Point Standards as indicated by data*** Understanding Base Ten
* Determining Relative Position of Whole Numbers
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* Determining Equivalency with Fractions
* Performing Operations with Fractions
* Measurement and Data
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# ***Fourth Grade Math***

|  | **Module Focus (Inclusion)** | **Access Points Standards Focus** |
| --- | --- | --- |
| **A****U****G****U****S****T** |  | Routines and processes establishedDetermine baselines for learningBeginning of the year student profiles completedMAFS.4.NBT.1.3 Use place value understanding to round multi-digit whole numbers to any place.**ACCESS POINT**MAFS.4.NBT.1.AP.3a Use a hundreds chart or number line to round to any place (i.e., ones, tens, hundreds, thousands). |
| **S****E****P****T****E****M****B****E****R** | Partial content alignmentMath Focus:Place valueAdditionSubtraction | MAFS.4.NBT.1.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and 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.**ACCESS POINTS**MAFS.4.NBT.1.AP.2a Compare multi-digit numbers.MAFS.4.NBT.1.AP.2b Write or select the expanded form for a multi-digit number.MAFS.4.NBT.1.AP.2c Understand the role of commas to read and write numerals between 1,000 and 1,000,000.MAFS.4.NBT.1.3 Use place value understanding to round multi-digit whole numbers to any place.**ACCESS POINT**MAFS.4.NBT.1.AP.3a Use a hundreds chart or number line to round to any place (i.e., ones, tens, hundreds, thousands). |
| **O****C****T****O****B****E****R** | Partial content alignmentMath Focus:Multiply by 1- and 2-digit numbersDivide by 1-digit numbers | MAFS.4.NBT.2.5 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.**ACCESS POINT**MAFS.4.NBT.2.AP.5a Solve a two-digit by one-digit whole number multiplication problem using two different strategies.MAFS.4.OA.1.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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.**ACCESS POINT**MAFS.4.OA.1.AP.1a Use objects to model multiplication involving up to five groups with up to five objects in each, and write equations to represent the models.MAFS.4.MD.1.3 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.**ACCESS POINTS**MAFS.4.MD.1.AP.3a Solve word problems involving perimeter and area of rectangles using specific visualizations/drawings and numbers. |
| **N****O****V****E****M****B****E****R****/****D****E****C****E****M****B****E****R** | Partial content alignmentMath Focus:Factors, Multiples and PatternsEquivalent FractionsAdd and Subtract Fractions | MAFS.4.OA.2.4 Investigate factors and multiples.**ACCESS POINTS**MAFS.4.OA.2.AP.4a Identify multiples for a whole number (e.g., The multiples of 2 are 2, 4, 6, 8, 10…).MAFS.4.OA.2.AP.4b Identify factors of whole numbers within 30.MAFS.4.OA.3.5 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. 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 alternatebetween odd and even numbers. Explain informally why the numbers will continue to alternate in this way.**ACCESS POINTS**MAFS.4.OA.3.AP.5a Generate a pattern when given a rule.MAFS.4.OA.3.AP.5b Extend a numerical pattern when the rule is provided.MAFS.4.G.1.2 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.**ACCESS POINTS**MAFS.4.G.1.AP.2a Identify and sort objects based on parallelism, perpendicularity, and angle type.MAFS.4.G.1.3 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.**ACCESS POINT**MAFS.4.G.1.AP.3a Identify figures that have a line of symmetry. |
| **J****A****N****/****F****E****B****.****1****5** | Partial content alignmentMath Focus:Add and Subtract FractionsMultiply fractions by Whole Numbers | MAFS.4.NF.1.1 Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × 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.**ACCESS POINTS**MAFS.4.NF.1.AP.1aDetermine equivalent fractions using visual fraction models and a number line.MAFS.4.NF.1.2Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing toa benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results ofcomparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.**ACCESS POINTS**MAFS.4.NF.1.AP.2a Use =, <, or > to compare two fractions (fractions with a denominator or 10 or less).MAFS.4.NF.1.AP.2b Compare two given fractions that have different denominators.MAFS.4.NF.2.3Understand a fraction a/b with a > 1 as a sum of fractions 1/b.**ACCESS POINTS**MAFS.4.NF.2.AP.3a Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., 3/4 = 1/4 + 1/4 + 1/4).MAFS.4.NF.2.AP.3b Add and subtract fractions with like denominators (2, 3, 4, or 8) using representations.MAFS.4.NF.2.AP.3c Solve word problems involving addition and subtraction of fractions with like denominators (2, 3, 4 or 8).MAFS.4.NF.3.7Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the samewhole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.**ACCESS POINTS**MAFS.4.NF.3.AP.7a Use =, <, or > to compare two decimals (decimals in multiples of .10).MAFS.4.NF.3.AP.7b Compare two decimals expressed to the tenths place with a value of less than one using a visual model.MAFS.4.NF.3.AP.7c Compare two decimals expressed to the hundredths place with a value of less than one using a visual model.MAFS.4.MD.2.4 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. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.**ACCESS POINTS**MAFS.4.MD.2.AP.4a Solve problems involving addition and subtraction of fractions with like denominators (2, 4, and 8) by usinginformation presented in line plots. |
| **F****E****B****.****1****5****/****M****A****RC****H** | Content not alignedMath Focus:Two-Dimensional FiguresAnglesMeasurement | **FSAA Administration window open on February 25th** MAFS.4.MD.1.3 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.**ACCESS POINTS**MAFS.4.MD.1.AP.3a Solve word problems involving perimeter and area of rectangles using specific visualizations/drawings and numbers.MAFS.4.MD.2.4 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. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.**ACCESS POINTS**MAFS.4.MD.2.AP.4a Solve problems involving addition and subtraction of fractions with like denominators (2, 4, and 8) by usinginformation presented in line plots. |
| **A****P****R****I****L** | Content not alignedMath Focus:Perimeter Area | **FSAA Administration through April 12th (deadline for score entry)**MAFS.4.G.1.2 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.**ACCESS POINTS**MAFS.4.G.1.AP.2a Identify and sort objects based on parallelism, perpendicularity, and angle type.MAFS.4.G.1.3 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.**ACCESS POINT**MAFS.4.G.1.AP.3a Identify figures that have a line of symmetry.**Revisit Access Point Standards as indicated by data*** Understanding Base Ten
* Determining Relative Position of Whole Numbers
* Performing Operations with Whole Numbers
* Problem-solving with Whole Numbers
* Representing Operations with Fractions
* Determining Equivalency with Fractions
* Performing Operations with Fractions
* Measurement and Data
 |
| **MAY** |  | Complete end of the year student profiles **Revisit Access Point Standards as indicated by data*** Understanding Base Ten
* Determining Relative Position of Whole Numbers
* Performing Operations with Whole Numbers
* Problem-solving with Whole Numbers
* Representing Operations with Fractions
* Determining Equivalency with Fractions
* Performing Operations with Fractions
* Measurement and Data
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# ***Fifth Grade Math***

|  | **Module Focus (Inclusion)** | **Access Point Standards Focus** |
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| **A****U****G****U****S****T** |  | Establish routines and processesDetermine baselines for learningBeginning of the year student profiles completedMAFS.5.NBT.1.4 Use place value understanding to round decimals to any place.**ACCESS POINTS**MAFS.5.NBT.1.AP.4a Round decimals to the nearest whole number.MAFS.5.NBT.1.AP.4b Round decimals to the tenths place.MAFS.5.NBT.1.AP.4c Round decimals to the hundredths place. |
| **S****E****P****T****E****M****B****E****R** | Math Focus:Partial content alignmentPlace valueMultiplicationExpressions | MAFS.5.NBT.1.4 Use place value understanding to round decimals to any place.**ACCESS POINTS**MAFS.5.NBT.1.AP.4a Round decimals to the nearest whole number.MAFS.5.NBT.1.AP.4b Round decimals to the tenths place.MAFS.5.NBT.1.AP.4c Round decimals to the hundredths place.MAFS.5.OA.1.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.**ACCESS POINT**MAFS.5.OA.1.AP.2a Write a simple expression for a calculation.MAFS.5.MD.1.1 Convert among different-sized standard measurement units (i.e., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec) 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.**ACCESS POINTS**MAFS.5.MD.1.AP.1b Convert standard measurement length to solve real-world problems.MAFS.5.MD.1.AP.1c Convert standard measurements of mass to solve real-world problems.MAFS.5.MD.1.AP.1a Convert standard measurements of time to solve real-world problems. |
| **O****C****T****O****B****E****R** | Math Focus:Partial content alignmentDividing whole numbers | MAFS.5.NBT.2.6 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.ACCESS POINTSMAFS.5.NBT.2.AP.6a Find whole number quotients up to two dividends and two divisors.MAFS.5.NBT.2.AP.6b Find whole number quotients of whole numbers with up to two-digit dividends and two-digit divisors.MAFS.5.NBT.2.7 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 addition and subtraction; relate the strategy to a written method and explain the reasoning used.ACCESS POINTMAFS.5.NBT.2.AP.7a Solve one-step problems using decimals |
| **N****O****V****EMBER****/****D****E****C****EMBER** | Math Focus:Partial content alignmentMultiply decimalsDivide decimals | MAFS.5.NBT.1.3 Read, write, and compare decimals to thousandths.**ACCESS POINTS**MAFS.5.NBT.1.AP.3a Read, write, or select a decimal to the hundredths place.MAFS.5.NBT.1.AP.3b Compare two decimals to the hundredths place, whose values are less than one.MAFS.5.NBT.2.7 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 addition and subtraction; relate the strategy to a written method and explain the reasoning used.**ACCESS POINT**MAFS.5.NBT.2.AP.7a Solve one-step problems using decimals.MAFS.5.MD.3.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.**ACCESS POINT**MAFS.5.MD.3.AP.3a Use packing to recognize volume of a solid figure.MAFS.5.MD.3.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.**ACCESS POINT**MAFS.5.MD.3.AP.4a Determine the volume of a rectangular prism built by “unit cubes.” |
| **J****A****N****/****F****E****B****.****1****5** | Math Focus:Partial content alignmentAdd and subtract fractionsMultiply fractionsDivide fractions | MAFS.5.NF.1.2 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. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.**ACCESS POINT**MAFS.5.NF.1.AP.2a Solve word problems involving the addition and subtraction of fractions using visual fraction models.MAFS.5.NF.2.5 Interpret multiplication as scaling (resizing).**ACCESS POINT**MAFS.5.NF.2.AP.5a Determine whether the product will increase or decrease based on the multiple using visual fraction models.MAFS.5.NF.2.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.**ACCESS POINT**MAFS.5.NF.2.AP.6a Multiply a fraction by a whole or mixed number using visual fraction models.MAFS.5.OA.2.3 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. **ACCESS POINT**MAFS.5.OA.2.AP.3a Given two pattern descriptions involving the same context (e.g., collecting marbles), determine the first five terms and compare the values.MAFS.5.OA.2.AP.3b Graph ordered pairs on a coordinate plane when given a table that follows pattern rules.MAFS.5.MD.2.2 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. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.**ACCESS POINT**MAFS.5.MD.2.AP.2a Collect and graph fractional data on a line plot (e.g., length of each person’s pencil in classroom, hours of exercise each week). |
| **F****E****B****.****1****5****/****M****A****RC****H** | Math Focus:Content alignedGraphingPatterns | **FSAA Administration window open on February 25th** MAFS.5.OA.2.3 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. **ACCESS POINT**MAFS.5.OA.2.AP.3a Given two pattern descriptions involving the same context (e.g., collecting marbles), determine the first five terms and compare the values.MAFS.5.OA.2.AP.3b Graph ordered pairs on a coordinate plane when given a table that follows pattern rules.MAFS.5.MD.1.1 Convert among different-sized standard measurement units (i.e., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec) 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.**ACCESS POINTS**MAFS.5.MD.1.AP.1b Convert standard measurement length to solve real-world problems.MAFS.5.MD.1.AP.1c Convert standard measurements of mass to solve real-world problems.MAFS.5.MD.1.AP.1a Convert standard measurements of time to solve real-world problems.MAFS.5.MD.2.2 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. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.**ACCESS POINT**MAFS.5.MD.2.AP.2a Collect and graph fractional data on a line plot (e.g., length of each person’s pencil in classroom, hours of exercise each week). |
| **A****P****R****I****L** | Math Focus:Partial content alignmentVolume | **FSAA Administration through April 12th (deadline for score entry)**MAFS.5.MD.3.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.**ACCESS POINT**MAFS.5.MD.3.AP.3a Use packing to recognize volume of a solid figure.MAFS.5.MD.3.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.**ACCESS POINT**MAFS.5.MD.3.AP.4a Determine the volume of a rectangular prism built by “unit cubes.”**Revisit Access Point Standards as indicated by data*** Understanding Base Ten
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* Performing Operations with Whole Numbers
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* Determining Equivalency with Fractions
* Performing Operations with Fractions
* Measurement and Data
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| **MAY** |  | Complete end of the year student profiles**Revisit Access Point Standards as indicated by data*** Understanding Base Ten
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