

<b>Promise Standards</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>
OA.A.1: Interpret products of whole numbers, e.g., interpret $5 \times 7$ 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 $5 \times 7$ .								
OA.A.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 into equally into 8 shares, or as a number shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$ .								
OA.B.6: Understand division as unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.								
OA.C.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.								
NBT.A.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.								
NF.A.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 $1/b$ .								
NF.A.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.								
MD.A.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.								
MD.C.7.A: 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.								
<b>OA - Operations and Algebraic Thinking</b>								
<b>NBT - Number and Operations in Base Ten</b>	<b>Progress towards mastery reported</b>							
<b>NF - Number and Operations - Fractions</b>	<b>Mastery reported</b>							
<b>MD - Measurement and Data</b>								