



Elementary Math
Grade 1-3
Vertical Alignment Guide

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1st Grade Math | Priority Academic Student Skills

Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to model, describe and extend patterns.

- 1.1.1** Describe, extend and create patterns using concrete objects (e.g., sort a bag of objects by attributes and orally communicate the pattern for each grouping).
- 1.1.2** Describe, extend and create patterns with numbers in a variety of situations (e.g., addition charts, skip counting, calendars).
- 1.1.3** Demonstrate number patterns by counting as many as 100 objects by 1's, 2's, 5's and 10's.
- 1.1.4** Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g., $2 + 4 = 4 + 2$, $3 + 0 = 3$).

Standard 2: Number Sense and Operation - The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers.

1.2.1 Number Sense

- 1.2.1a** Use concrete models of tens and ones to develop the concept of place value.
- 1.2.1b** Compare objects by size and quantity (e.g., more than, less than, equal to)
- 1.2.1c** Read and write numerals to 100
- 1.2.1d** Manipulate physical models and recognize graphical representation of fractional parts (e.g., halves, thirds, fourths).

1.2.2 Number Operations

- 1.2.2a** Develop and apply the concepts of addition and subtraction.
 - 1.2.2a i.** Use models to construct addition and subtraction facts with sums up to twenty (e.g., counters, cubes).
 - 1.2.2a ii.** Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects.
 - 1.2.2a iii.** Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 10 and the associated subtraction facts (e.g., $7+3=10$ and $10-3=7$).
- 1.2.2b** Write addition and subtraction number sentences for problem-solving situations
- 1.2.2c** Acquire strategies for making computations using tens and ones to solve two-digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base-ten blocks)

Standard 3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes.

- 1.3.1** Sort and identify congruent shapes.
- 1.3.2** Identify, name, and describe two-dimensional geometric shapes (including rhombi) and objects in everyday situations (e.g., the face of a round is a circle, a desktop is a rectangle).
- 1.3.3** Identify, name and describe three-dimensional geometric shapes (including cones) and objects in everyday situations (e.g., a can is a cylinder, a basketball is a sphere).
- 1.3.4** Use language to describe relationships of objects in space (e.g., above, below, behind, between).

Standard 4: Measurement - - The student will develop and use measurement skills in a variety of situations.

1.4.1 Linear Measurement: Measure objects with one-inch tiles and with a standard ruler to the nearest inch.

1.4.2 Time

- 1.4.2a** Tell time on digital and analog clocks on the hour and half-hour
- 1.4.2b** Develop the concepts of days, weeks, and months using a calendar.

1.4.3 Money: Identify and name the value of pennies, dimes, nickels, and quarters.

Standard 5: Data Analysis - The student will demonstrate an understanding of data collection and display.

1.5.1 Data Analysis

- 1.5.1a** Organize, describe, and display data using concrete objects, pictures, or numbers.
- 1.5.1b** Formulate and solve problems that involve collecting and analyzing data common to children's lives (e.g., color of shoes, numbers of pets, favorite food)

2nd Grade Math | Priority Academic Student Skills

Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to model, describe and extend patterns.

- 2.1.1** Describe, extend, and create patterns using symbols, shapes, or designs (e.g., repeating and growing patterns made up of sets of shapes or designs, create patterns by combining different shapes and taking them apart).
- 2.1.2** Formulate and record generalizations about number patterns in a variety of situations (e.g., addition and subtraction patterns, even and odd numbers, build a table showing the cost of one pencil at 10 cents, 2 pencils at 20 cents).
- 2.1.3** Find unknown values in open number sentences with a missing addend and use to solve everyday problems.
- 2.1.4** Recognize and apply the associative property of addition (e.g., $3 + (2 + 1) = (3 + 2) + 1$).

Standard 2: Number Sense and Operation The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100.

2.2.1 Number Sense

- 2.2.1a** Use concrete models of hundreds, tens, and ones to develop the concepts of place value and link the concepts to the reading and writing of numbers (e.g., base-10 blocks).
- 2.2.1b** Represent a number in a variety of ways (e.g., write 15 as $8 + 7$, write 25 as 2 tens + 5 ones or as 1 ten + 15 ones).
- 2.2.1c** Write a number sentence to compare numbers less than 1,000 (e.g., $425 > 276$, $73 < 107$, page 351 comes after 350, 753 is between 700 and 800).
- 2.2.1d** Demonstrate (using concrete objects, pictures, and numerical symbols) fractional parts including halves, thirds, fourths and common percents (25%, 50%, 75%, and 100%)

2.2.2 Number Operations

- 2.2.2a** Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 18 and the associated subtraction facts (e.g., $15+3=18$ and $18-3=15$).
- 2.2.2b** Use strategies to estimation and solve sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20].)
- 2.2.2c** Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques.
- 2.2.2d** Use concrete models to develop understanding of multiplication as repeated addition and division as successive subtraction.

Standard 3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes.

- 2.3.1** Identify symmetric and congruent shapes and figures.
- 2.3.2** Investigate and predict the results of putting together and taking apart two-dimensional shapes.

Standard 4: Measurement - The student will use appropriate units of measure to solve problems

2.4.1 Linear Measurement

- 2.4.1a** Measure objects using standard units (e.g., measure length to the nearest foot, inch, and half inch).
- 2.4.1b** Select and use appropriate units of measurement in problem solving and everyday situations.

2.4.2 Time

- 2.4.2a** Tell time on digital and analog clocks on the quarter-hour
- 2.4.2b** Solve problems involving number of days in a week, month, or year and problems involving weeks in a month and year

2.4.3 Money

- 2.4.3a** Identify and count money up to a twenty-dollar bill
- 2.4.3b** Recognize and write different amounts of money using dollar and cent notation

Standard 5: Data Analysis - - The student will demonstrate an understanding of data collection, display, and interpretation.

2.5.1 Data Analysis

- 2.5.1a** Collect, sort, organize, and display data in charts, bar graphs, and tables (e.g., collect data on teeth lost and display results in a chart).
- 2.5.1b** Summarize and interpret data in charts, bar graphs

Elementary Math | PASS Process Skills Standards

Grades 1-5

Process Standard 1: Problems Solving

- 1.1 Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).
- 1.2 Formulate problems from every day and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).
- 1.3 Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).
- 1.4 Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).
- 1.5 Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss “best” clues, write riddles with sufficient information, identify unnecessary information in written story problems).

Process Standard 2: Communication

- 2.1 Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).
- 2.2 Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student’s explanation, analyze another student’s explanation).
- 2.3 Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.
- 2.4 Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., “add more” becomes “plus”, “repeated addition” becomes “multiplication”, “fair share” becomes “divide”, “balance the equation” becomes “solve the equation”).

Process Standard 3: Reasoning

- 3.1 Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, and extend patterns to connect with more general cases).
- 3.2 Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning ["and" "or" "not"] and recursive reasoning).
- 3.3 Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.

Process Standard 4: Connections

- 4.1 Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).
- 4.2 Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate 3×4 with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as $\frac{1}{3}$).
- 4.3 Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, can be written as .5 and 50%).
- 4.4 Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).

Process Standard 5: Representation

- 5.1 Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).
- 5.2 Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).

3rd Grade Math | Priority Academic Student Skills

Standard 1: Algebraic Reasoning: Patterns and Relationships - - The student will use a variety of problem-solving approaches to extend and create patterns.

- 3.1.1** Describe (orally or in written form), create, extend and predict patterns in a variety of situations (e.g., 3, 6, 9, 12 . . . , use a function machine to generate input and output values for a table, show multiplication patterns on a hundreds chart, determine a rule and generate additional pairs with the same relationship).
- 3.1.2** Find unknowns in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, and multiplication.
- 3.1.3** Recognize and apply the commutative and identity properties of multiplication using models and manipulative to develop computational skills (e.g., $3 \cdot 5 = 5 \cdot 3$, $7 \cdot 1 = 7$)

Standard 2: Number Sense and Operation The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers.

3.2.1 Number Sense

3.2.1a *Place Value*

3.2.1ai Model the concept of place value through 4 digits (e.g., base-10 blocks, bundles of 10s, place value mats).

3.2.1aii Read and write whole numbers up to 4 digits (e.g., expanded form, standard form).

3.2.1b *Whole Numbers and Fractions*

3.2.1bi Compare and order whole numbers up to 4 digits.

3.2.1bii Create and compare physical and pictorial models of equivalent and nonequivalent fractions including halves, thirds, fourths, eighths, tenths, twelfths, and common percents (25%, 50%, 75%, 100%) (e.g., fraction circles, pictures, egg cartons, fraction strips, number lines).

3.2.2 Number Operations

3.2.2a Estimate and find the sum or difference (with and without regrouping) of 3- and 4-digit numbers using a variety of strategies to solve application problems

3.2.2b *Multiplication Concepts and Fact Families*

3.2.2bi Use physical models and a variety of multiplication algorithms to find the product of multiplication problems with one-digit multipliers.

3.2.2bii Demonstrate fluency (memorize and apply) with basic multiplication facts up to 10×10 and the associated division facts (e.g., $5 \times 6 = 30$ and $30 \div 6 = 5$)

3.2.2biii Estimate the product of 2-digit by 2-digit numbers by rounding to the nearest multiple of 10 to solve application problems.

Standard 3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes.

- 3.3.1** Identify and compare attributes of two- and three- dimensional shapes and develop vocabulary to describe the attributes (e.g., count the edges and faces of cube, the radius is half of a circle, lines of symmetry)
- 3.3.2** Analyze the effects of combining and subdividing two- and three-dimensional (e.g., folding paper, tiling, nets, and rearranging pieces of solids)
- 3.3.3** Make and use coordinate systems to specify locations and shapes on a grid with ordered pairs and to describe paths from one point to another point on a grid.

Standard 4: Measurement - The student will use appropriate units of measure to solve problems.

3.4.1 Measurement

- 3.4.1a** Choose an appropriate measurement instrument and measure the length of objects to the nearest inch or half-inch and the weight of objects to the nearest pound or ounce.
- 3.4.1b*** Choose an appropriate measurement instrument and measure the length of objects to the nearest meter or centimeter and the weight of objects to the nearest gram or kilogram.
- 3.4.1c*** Develop and use the concept of perimeter of different shapes to solve problems.
- 3.4.1d*** Develop and use strategies to choose an appropriate unit and measurement instrument to estimate measurements (e.g., use parts of the body as benchmarks for measuring length)

3.4.2 Time and Temperature

- 3.4.2a** Solve simple addition problems with time (e.g., 15 minutes added to 1:10)
- 3.4.2b** Tell time on a digital and analog clock to the nearest 5 minutes
- 3.4.2c** Read a thermometer and solve for temperature change.
- 3.4.3 Money:** Determine the correct amount of change when a purchase is made with a five-dollar bill.

Standard 5: Data Analysis - The student will demonstrate an understanding of collection, display, and interpretation of data and probability.

3.5.1 Data Analysis

- 3.5.1a*** Pose questions, collect, record, and interpret data to help answer questions (e.g., which was the most popular booth at our carnival?).
 - 3.5.1b** Read graphs and charts, identify the main idea, draw conclusions, and make predictions based on the data (e.g., predict how many children will bring their lunch based on a menu).
 - 3.5.1c** Construct bar graphs, frequency tables, line graphs (plots), and pictographs with labels and a title from a set of data.
- 3.5.2 Probability:** Describe the probability (more, less, or equally likely) of chance events.

Major Concepts for 1st Grade

The Major Concepts are defined in PASS, however the educators at the convening used the testing blueprints to determine if some needed to be added. While these are the heaviest weighted standards for the assessment, **they are not all of the standards**. For a complete list of standards, refer to the first page of this document.

1. Demonstrate an understanding of whole number relationships.

Blueprint of 3rd Grade Testing - 20% (Number Operations)

Student Performance

I can use concrete models to explain the value of each digit in a two-digit number.

I can compare two two-digit numbers using symbols/language greater than, less than, or equal to.

2. Demonstrate an understanding of basic addition and subtraction concepts and facts.

Blueprint of 3rd Grade Testing - 20% (Number Sense)

Student Performance:

I can add and subtract numbers using a variety of strategies.

I can easily and quickly add and subtract numbers within 10.

3. Demonstrate an understanding of linear measurement skills.

Blueprint of 3rd Grade Testing - 18% (Measurement)

Student Performance:

I can measure objects with one-inch tiles.

I can measure objects using a standard ruler to the nearest inch.

4. Recognize and describe basic two- and three-dimensional shapes.

Blueprint of 3rd Grade Testing - 14% (Geometry)

Student Performance:

I can identify and name basic two and three dimensional shapes.

I can describe basic two and three dimensional shapes.

I can recognize basic two and three dimensional objects in everyday situations.

Major Concepts for 2nd Grade

The Major Concepts are defined in PASS, however the educators at the convening used the testing blueprints to determine if some needed to be added. While these are the heaviest weighted standards for the assessment, **they are not all of the standards**. For a complete list of standards, refer to the first page of this document.

1. Demonstrate an understanding of the base-ten system and place value within that system.

Blueprint of 3rd Grade Testing - 20% (Number Operations)

Student Performance

I can explain the value of each digit in a three digit number.

I can explain how the value of the digits in a number changes with their placement.

I can read and write any number from 1 to 100 in "regular" form, words, or expanded form

I can correctly compare 3-digit numbers using $>$, $=$, and $<$ by observing the value of their digits.

2. Demonstrate quick recall of addition and subtraction facts as well as fluency with multi-digit addition and subtraction.

Blueprint of 3rd Grade Testing - 20% (Number Sense)

Student Performance:

I can EASILY add and subtract any two numbers from 0 to 18.

I can solve addition and subtraction problems efficiently and have found strategies to group objects to help adding large number of objects.

I can add and subtract numbers from 0 to 100 using different strategies based on place value and regrouping.

3. Develop an understanding of linear measurement facility in measuring lengths.

Blueprint of 3rd Grade Testing - 18% (Measurement)

Student Performance:

I can measure the length of an object in inches, half-inches, and feet.

I can choose the appropriate unit of measure to solve problems in everyday situations.

I can apply the appropriate unit of measure to solve problems in everyday situations.

Major Concepts for 3rd Grade

The Major Concepts are defined in PASS, however the educators at the convening used the testing blueprints to determine if some needed to be added. While these are the heaviest weighted standards for the assessment, **they are not all of the standards**. For a complete list of standards, refer to the first page of this document.

1. Develop an understanding of multiplication and division and acquire strategies for basic multiplication facts and related division facts (fact families).

Blueprint of Testing - 20% (Number Operations)

Student Performance

I can add and subtract 3 and 4 digit numbers using different strategies.

I can easily and accurately multiply facts up to 10 times 10, understanding the related division facts.

2. Develop an understanding of fractional parts and fraction equivalence.

Blueprint of Testing - 20% (Number Sense)

Student Performance:

I can use diagrams and models to compare and order equivalent and non-equivalent fractions.

I can create diagrams and models of equivalent and non-equivalent fractions.

3. Apply the concepts of time, money, temperature, and measurement to real life situations.

Blueprint of Testing - 18% (Measurement)

Student Performance:

I can choose the right tool and correctly measure length and weight of objects.

I can find the perimeter of an object.

I can add time.

I can tell and write time to the nearest 5 minutes.

I can read a thermometer and calculate temperature change.

I can make change from a 5 dollar bill.

4. Describe and analyze various properties of two- and three-dimensional shapes.

Blueprint of Testing - 14% (Geometric Properties)

Student Performance:

I can compare and classify shapes by attributes, sides and angles.

I can define attributes of shapes with the correct vocabulary.

I can create different figures using basic shapes.

Vertical Alignment of Major Concepts Kindergarten through Fourth Grades

Major concepts, defined by grade level in PASS, aligned with 3 rd Grade blueprint					
Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	Blueprint 3 rd Grade	4 th Grade
Demonstrate an understanding of the relationship between numbers and quantities.	Demonstrate an understanding of whole number relationships.	Demonstrate an understanding of the base-ten system and place value within that system.	Develop an understanding of fractional parts and fraction equivalence.	20%	Develop quick recall of multiplication facts and related division facts (fact families) and fluency with whole number multiplication.
N/A	Demonstrate an understanding of basic addition and subtraction concepts and facts.	Demonstrate quick recall of addition and subtraction facts as well as fluency with multi-digit addition and subtraction.	Develop an understanding of multiplication and division and acquire strategies for basic multiplication facts and related division facts (fact families).	20%	Develop an understanding of decimals and their connection to fractions.
Demonstrate an understanding of the concepts of nonstandard and standard measurement.	Demonstrate an understanding of linear measurement skills.	Demonstrate an understanding of the use of appropriate units of measure in a variety of situations.	Apply the concepts of time, money, temperature, and measurement to real life situations.	18%	Develop an understanding of area and acquire strategies for finding area of two-dimensional shapes.
Identify the common geometric shapes.	Recognize and describe basic two- and three-dimensional shapes.	Use geometric properties and relationships to recognize and describe shapes.	Describe and analyze various properties of two- and three-dimensional shapes.	14%	Develop an understanding of geometric properties and relationships of shapes

Vertical Alignment of Blueprints 3rd through 6th Grades

This chart shows the vertical alignment of the OCCT Math Blueprints from 3rd through 6th grade. It was designed so you have an at-a-glance look at the progression of major concepts in each grade level as well as the percentage of the test which will be made up of that concept.

	3 rd Grade		4 th Grade		5 th Grade		6 th Grade				
Standard 1: Algebraic Reasoning: Patterns and Relationships	7	14%		7	14%		13	26%		13	26%
1.1. Algebra Patterns	2			3			5			4	
1.2. Equations	2			2			4		1.2. Expressions & Equations	4	
1.2. Number Properties	3			2			4			3	
									1.4. Solving Equations	2	
Standard 2: Number Sense and Operations	20	40%		18	36%		16	32%		15	30%
2.1. Number Sense	10			8			8			5	
2.2. Number Operations	10			10			8			10	
Standard 3: Geometry	7	14%		9	18%		7	14%		8	16%
3.1. Properties of Shapes	3		3.1. Lines	2		3.1. Circles & Polygons	4		3.1. 3-D Figures	2	
3.2. Spatial Reasoning	2		3.2. Angles	2		3.2. Angles	3		3.2. Congruent & Similar Figures	2	
3.3. Coordinate Geometry	2		3.3. Polygons	3					3.3. Coordinate Geometry	4	
			3.4. Transformations	2							
Standard 4: Measurement	9	18%		9	18%		7	14%		7	14%
4.1. Measurement	4			5			5		4.1. Circles	4	
4.2. Time & Temperature	2			2		4.2. Money	2		4.2. Conversions	3	
4.3. Money	2			2							
Standard 5: Data Analysis	7	14%		7	14%		7	14%		7	14%
5.1. Data Analysis	4			2			3			3	
5.2. Probability	4		5.2. Central Tendency	3		5.2. Central Tendency	2		5.2. Central Tendency	2	
			5.3. Probability	2		5.3. Probability	2		5.3. Probability	2	

Sample Pacing/Sequence Guide Kindergarten, 1st and 2nd Grade Math PASS Objectives

This chart is intended as a starting point for a more specific pacing guide aligned with your district's school calendar. We recognize that not all districts operate on a 9 month schedule from September to May. This table provides guidance as to the general amount of time to be spent on each strand. It was created to aid in the vertical alignment and progression leading to the 3rd grade Math OCCT using the 3rd Grade Math OCCT blueprints as the reference point.

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Kindergarten									
Standard 1: Algebraic Reasoning									
Standard 2: Number Sense and Operations									
Standard 3: Geometry									
Standard 4: Measurement									
Standard 5: Data Analysis									
1st Grade									
Standard 1: Algebraic Reasoning									
Standard 2: Number Sense and Operations									
Standard 3: Geometry									
Standard 4: Measurement									
Standard 5: Data Analysis									
2nd Grade									
Standard 1: Algebraic Reasoning									
Standard 2: Number Sense and Operations									
Standard 3: Geometry									
Standard 4: Measurement									
Standard 5: Data Analysis									

	Do not teach at this time
	Strands to be the focus of classroom instruction and assessment
	Strands to be practiced, reviewed and maintained through whole group instruction, centers, small groups, interventions, remediation, etc.

Sample Pacing/Sequence Guide 3rd through 5th Grade Math PASS Objectives

This chart is intended as a starting point for a more specific pacing guide aligned with your district's school calendar. We recognize that not all districts operate on a 9 month schedule from September to May. This table provides guidance as to the general amount of time to be spent on each strand. It was created to aid in the vertical alignment and progression going through the 3rd through 5th grade Math OCCT using the Math OCCT blueprints as the reference points.

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
3rd Grade									
Standard 1: Algebraic Reasoning									
Standard 2: Number Sense and Operations									
Standard 3: Geometry									
Standard 4: Measurement									
Standard 5: Data Analysis									
4th Grade									
Standard 1: Algebraic Reasoning									
Standard 2: Number Sense and Operations									
Standard 3: Geometry									
Standard 4: Measurement									
Standard 5: Data Analysis									
5th Grade									
Standard 1: Algebraic Reasoning									
Standard 2: Number Sense and Operations									
Standard 3: Geometry									
Standard 4: Measurement									
Standard 5: Data Analysis									

	Do not teach at this time
	Strands to be the focus of classroom instruction and assessment
	Strands to be practiced, reviewed and maintained through whole group instruction, centers, small groups, interventions, remediation, etc.

