Vertical Alignment Chart

Big Idea: Using previous understanding of operations with whole numbers to solve operations with fractions

Grade / Course	LSSM Code	Content Standards
6	**Cluster A**	**Apply and extend previous understandings of multiplication and division to divide fractions by fractions.**
	6.NS.A.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? Rigor: Conceptual Understanding, Procedural Skill and Fluency, Application
5	**Cluster A**	**Use equivalent fractions as a strategy to add and subtract fractions.**
	5.NF.A.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. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* Rigor: Conceptual Understanding, Procedural Skill and Fluency
	Cluster B	**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**
	5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. *a.* Interpret the product (*m*/*n*) x *q* as m parts of a partition of *q* into n equal parts; equivalently, as the result of a sequence of operations, *m* x *q* ÷ *n*. *For example, use a visual fraction model to show understanding, and create a story context for (m/n) x q.* *b.* Construct a model to develop understanding of the concept of multiplying two fractions and create a story context for the equation. [In general, *(m/n) x (c/d) = (mc)/(nd).]* c. 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. d. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. Rigor: Conceptual Understanding, Procedural Skill and Fluency
	5.NF.B.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] *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) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 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 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (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. *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?* Rigor: Conceptual Understanding, Procedural Skill and Fluency [1] Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.
4	**Cluster B**	**Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**
	4.NF.B.3	Understand a fraction *a/b* with *a* > 1 as a sum of fractions 1/*b*. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.) a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. *Example: 3/4 = 1/4 + 1/4 + 1/4.* b. 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 visual fraction model. *Examples: 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.* 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. 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. Rigor: Conceptual Understanding

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4	4.NF.B.4	Multiply a fraction by a whole number. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.) *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 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* *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 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)* *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?* Rigor: Procedural Skill and Fluency
3	**Cluster A**	**Represent and solve problems involving multiplication and division.**
	3.OA.A.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.* Rigor: Conceptual Understanding
	3.OA.A.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.[1] Rigor: Application [1] See Glossary, Table 2.
2	**Cluster A**	**Reason with shapes and their attributes.**
	2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, 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. Rigor: Conceptual Understanding, Procedural Skill and Fluency
	Cluster C	**Work with equal groups of objects to gain foundations for multiplication.**
	2.OA.C.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. Rigor: Conceptual Understanding
	2.OA.C.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. Rigor: Conceptual Understanding
1	**Cluster B**	**Understand and apply properties of operations and the relationship between addition and subtraction.**
	1.OA.B.3	Apply properties of operations to add and subtract.[3] *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.)* Rigor: Conceptual Understanding [3] Students need not use formal terms for these properties.
	1.OA.B.4	Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.* Rigor: Conceptual Understanding
K	**Cluster A**	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**
	K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. Rigor: Procedural Skill and Fluency, Application