

Fact Fluency

Conceptual, strategy-based instruction of basic facts contributes to greater fluency.

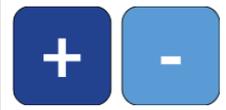
Fact strategies are generalizable, supporting strong strategies that are useful beyond basic facts.

Strategy instruction nurtures agency that grows as students see how fact strategies can be applied.

Fact fluency supports students being able to enact reasoning strategies.

Addition and Subtraction

The language “fluently” has been revised to the phrase “flexibly and efficiently” for M.K.OA.A.5, M.1.OA.C.6a, and M.2.OA.B.2, more specifically describing fluency expectations. Specific strategies that support fluency have been added to the standard language, including the use of mental images.



Multiplication and Division

$$8 \times 5$$

$$40 \div 5$$

M.3.OA.C.6

This OA standard now has two parts. Part a includes a focus on the conceptual understanding of multiplication and division as operations for all products and quotients within 100. Part b includes becoming flexible and efficient with foundational facts, using the multiples of 0, 1, 2, 5, and 10.

M.4.OA.D.6

This brand-new WI OA standard builds on M.3.OA.C.6 by providing more space and time for students to dig deeply into the relationship between multiplication and division and the properties associated with them before becoming flexible and efficient with derived facts, using the multiples of 3, 4, 6, 7, 8, and 9 by the end of fourth grade.

$$7 \times 9$$

$$63 \div 7$$

Resources:

- WI Standards for Mathematics, 2021
- Bay-Williams and SanGiovanni, Figuring Out Fluency in Mathematics Teaching and Learning, 2021

