

Grade 5	Month	Mathematical Practices	Units/Domains	Essential Questions	Goals-CCLS	Performance Based Assessment
	September/October	<p>MP. 1 Make sense of problems and persevere in solving them.</p> <p>MP. 4 Attend to precision.</p> <p>MP. 8 Look for and express regularity in repeated reasoning.</p>	<p>Critical Area 4: Fluency with whole numbers and decimals.</p> <p>Unit 1: Place Value and Number Sense</p> <p>Chapters 1-2</p> <p>18 Days</p>	<p>How can you place value, multiplication, and division to represent and solve problems? (Chapter 1)</p> <p>How can you divide whole numbers? (Chapter 2)</p>	<p><b>Understand the place value system.</b></p> <p>1.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>1.NBT.2 Explain patterns in the number system from multiplication by powers of 10 and exponent patterns in the placement of the decimal point when dividing a multiple of 10 by a power of 10. Use whole-number approximations to divide powers of 10.</p> <p><b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b></p> <p>1.NBT.3 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>1.NBT.4 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, 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.</p> <p><b>Write and interpret numerical expressions.</b></p> <p>1.OA.1 Use operations, brackets, and braces in numerical expressions, and evaluate expressions with three operations.</p> <p>1.OA.2 Write simple expressions that record calculations with numbers, and use extended numerical expressions without evaluating them.</p>	<p><b>Beginning of the Year Baseline Assessment, Full MOQS, &amp; 1-Ready Full Diagnostics</b></p> <p>Problems of the Week</p> <p>Mid-Chapter Checks</p> <p>Chapter Quizzes</p> <p>Foal Unit Assessments</p> <p>Performance Task</p> <p>Math Journals</p>
	October/November	<p>MP. 1 Make sense of problems and persevere in solving them.</p> <p>MP. 4 Attend to precision.</p> <p>MP. 8 Look for and express regularity in repeated reasoning.</p>	<p>Critical Area 4: Fluency with whole numbers and decimals.</p> <p>Unit 2: Operations with Decimals</p> <p>Chapters 3-5</p> <p>28 Days</p>	<p>How can you add and subtract decimals? (Chapter 3)</p> <p>How do you solve decimal division problems? (Chapter 4)</p> <p>How can you solve decimal division problems? (Chapter 5)</p>	<p><b>Understand the base ten system.</b></p> <p>1.NBT.3 Read, write, and compare decimals to the thousandths.</p> <p>1.NBT.3a Read and write decimals to thousandths using base ten numerals, number names, and expanded form. E.g., 347.392 = 3 + 100 + 40 + 10 + 7 + 1 + 1/10 + 9/100 + 2/1000.</p> <p>1.NBT.3b Compare two decimals to thousandths based on meanings of the digits in each class, using &gt;, =, and &lt; symbols to record the results of comparisons.</p> <p><b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b></p> <p>1.NBT.3c 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. Interpret the quotient in a written method and explain the reasoning used.</p> <p><b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b></p> <p>1.MF.1 Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., the using visual fraction models or equations to represent the problem.</p>	<p>How what you know</p> <p>Problems of the Week</p> <p>Mid-Chapter Checks</p> <p>Chapter Quizzes</p> <p>Foal Unit Assessments</p> <p>Performance Task</p> <p>Math Journals</p>
	December/January	<p>MP. 3 Construct viable arguments and critique the reasoning of others.</p> <p>MP. 4 Attend to precision.</p> <p>MP. 7 Look for and make use of structure.</p>	<p>Critical Area 2: Operations with Fractions</p> <p>Unit 3: Operations with Fractions</p> <p>Chapters 6-8</p> <p>27 Days</p>	<p>How can you add and subtract fractions with unlike denominators? (Chapter 6)</p> <p>How do you multiply fractions? (Chapter 7)</p> <p>What strategies can you use to solve division problems involving fractions? (Chapter 8)</p>	<p><b>Write and interpret numerical expressions.</b></p> <p>1.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p> <p><b>Use equivalent fractions as a strategy to add and subtract fractions.</b></p> <p>1.MF.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.</p> <p>1.MF.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.</p> <p><b>Read and extend previous understandings of multiplication and division to multiply and divide fractions.</b></p> <p>1.MF.3 Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual models or equations.</p> <p>1.MF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>1.MF.5 Recognize that the product (a/b) × c is a sum of a series of c equal copies of the product of a and b.</p> <p>1.MF.6 Find the area of a rectangle with fractional side lengths by tiling 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. Multiply fractional side lengths to find area of rectangles and represent fraction products as rectangular areas.</p> <p>1.MF.7 Interpret multiplication as scaling (resizing) by: 1.MF.7a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the actual multiplication.</p> <p>1.MF.7b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a special case) explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (a/c)/(b/c) to the effect of multiplying a/b by c.</p> <p>1.MF.8 Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>1.MF.9 Apply and extend previous understandings of division to divide fractions to solve problems by which numbers</p>	<p>How what you know</p> <p>Problems of the Week</p> <p>Mid-Chapter Checks</p> <p>Chapter Quizzes</p> <p>Foal Unit Assessments</p> <p>Performance Task</p> <p>Math Journals</p>
	January/February	<p>MP. 5 Use appropriate tools strategically.</p> <p>MP. 6 Attend to precision.</p> <p>MP. 7 Look for and make use of structure.</p>	<p>Critical Area 3: Geometry and Measurement</p> <p>Unit 4: Measurement</p> <p>Chapters 10</p> <p>18 Days</p>	<p>What strategies can you use to compare and convert measurements? (Chapter 10)</p>	<p><b>Convert the measurement units within a given measurement system.</b></p> <p>1.MD.1 Convert among different-sized standard measurement units within a given measurement system and use these conversions to solve real-world problems.</p> <p><b>Represent and interpret data.</b></p> <p>1.MD.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.</p> <p><b>Geometric measurement: understand concepts of volume and relate volume to multiplication and addition.</b></p> <p>1.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>1.MD.3a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.</p> <p>1.MD.3b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p> <p>1.MD.3c. Measure volumes by counting unit cubes. Use cubic cm, cubic in, cubic ft, and improvised units.</p> <p>1.MD.3d. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. (Includes 1.MD.3a, 1.MD.3b, and 1.MD.3c)</p>	<p><b>Middle of the Year Baseline Assessment &amp; 1-Ready Full Diagnostics</b></p> <p>How what you know</p> <p>Problems of the Week</p> <p>Mid-Chapter Checks</p> <p>Chapter Quizzes</p> <p>Foal Unit Assessments</p> <p>Performance Task</p> <p>Math Journals</p>
	February/March	<p>MP. 5 Use appropriate tools strategically.</p> <p>MP. 6 Attend to precision.</p> <p>MP. 7 Look for and make use of structure.</p>	<p>Critical Area 3: Geometry and Measurement</p> <p>Unit 5: Geometry &amp; Volume</p> <p>Chapters 11</p> <p>14 Days</p>	<p>How do unit cubes help you build solid figures and understand the volume of a rectangular prism? (Chapter 11)</p>	<p><b>Convert the measurement units within a given measurement system.</b></p> <p>1.MD.1 Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step real-world problems.</p> <p><b>Represent and interpret data.</b></p> <p>1.MD.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.</p> <p><b>Geometric measurement: understand concepts of volume and relate volume to multiplication and addition.</b></p> <p>1.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>1.MD.3a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.</p> <p>1.MD.3b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p> <p>1.MD.3c. Measure volumes by counting unit cubes. Use cubic cm, cubic in, cubic ft, and improvised units.</p> <p>1.MD.3d. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. (Includes 1.MD.3a, 1.MD.3b, and 1.MD.3c)</p> <p><b>Analyze patterns and relationships.</b></p> <p>1.OA.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.</p> <p><b>Draw solids to the coordinate plane to solve real-world and mathematical problems.</b></p> <p>1.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the signs of the two axes correspond (e.g., east and north are positive, and west and south are negative).</p> <p>1.G.2 Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinates of points in the context of the situation.</p>	<p>How what you know</p> <p>Problems of the Week</p> <p>Mid-Chapter Checks</p> <p>Chapter Quizzes</p> <p>Foal Unit Assessments</p> <p>Performance Task</p> <p>Math Journals</p>
	March/April	<p>MP. 5 Use appropriate tools strategically.</p> <p>MP. 6 Attend to precision.</p> <p>MP. 7 Look for and make use of structure.</p>	<p>Critical Area 3: Geometry and Measurement</p> <p>Unit 6: Graphing</p> <p>Chapters 9</p> <p>10 Days</p>	<p>How can you use line plots, coordinate grids, and patterns to help you reach and interpret data? (Chapter 9)</p>	<p><b>Graph points on the coordinate plane to solve real-world and mathematical problems.</b></p> <p>1.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the signs of the two axes correspond (e.g., east and north are positive, and west and south are negative).</p> <p>1.G.2 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>1.G.4 Classify two-dimensional figures in a hierarchy based on properties.</p>	<p>How what you know</p> <p>Problems of the Week</p> <p>Mid-Chapter Checks</p> <p>Chapter Quizzes</p> <p>Foal Unit Assessments</p> <p>Performance Task</p> <p>Math Journals</p>
	May	<p>MP. 1 Make sense of problems and persevere in solving them.</p> <p>MP. 3 Reason abstractly and quantitatively.</p> <p>MP. 3 Construct viable arguments and critique the reasoning of others.</p> <p>MP. 4 Model with Mathematics.</p> <p>MP. 5 Use appropriate tools strategically.</p> <p>MP. 6 Attend to precision.</p> <p>MP. 7 Look for and make use of structure.</p> <p>MP. 8 Look for and express regularity in repeated reasoning.</p>	<p>Unit 7: Critical Area Review</p> <p>Chapters 1-11</p> <p>28 Days</p>	<p>How can you describe the relationship between place value positions?</p> <p>How do you use the strategy work backward to solve multiple decimal problems?</p> <p>How can you use a formula to find volume?</p> <p>Which method can you choose to find decimal sums and differences?</p> <p>How can properties help you add and subtract fractions with unlike denominators?</p> <p>How can you compare and convert metric units?</p> <p>How does the size of the product compare to the size of one factor when multiplying fractions?</p> <p>How can you use diagrams, equations, and story problems to represent division?</p>	<p>See all grade 5 CCLS standards above.</p>	<p><b>End of the Year Baseline Assessment, Spring MOQS, &amp; 1-Ready Full Diagnostics</b></p> <p>Problems of the Week</p> <p>Chapter Quizzes</p> <p>Foal Unit Assessments</p> <p>Performance Task</p> <p>Math Journals</p>
	June	<p>MP. 1 Make sense of problems and persevere in solving them.</p> <p>MP. 2 Reason abstractly and quantitatively.</p> <p>MP. 3 Construct viable arguments and critique the reasoning of others.</p> <p>MP. 4 Model with Mathematics.</p> <p>MP. 5 Use appropriate tools strategically.</p> <p>MP. 6 Attend to precision.</p> <p>MP. 7 Look for and make use of structure.</p> <p>MP. 8 Look for and express regularity in repeated reasoning.</p>	<p>Unit 8: Gettine Ready for 6th grade</p> <p>Unit 8: 1-11</p> <p>Chapters 1-11</p> <p>12 Days</p>	<p>How can students use multiples and factors to solve problems?</p> <p>How can students use expressions to solve problems?</p> <p>How can you decide if your answer is reasonable?</p> <p>How can you relate fractions, decimal, and percent?</p> <p>How can students describe patterns of change using words, tables, and graphs of data?</p> <p>How can we find equivalent ratios?</p> <p>What is the difference between rates and ratios?</p> <p>How can we understand the meaning behind integers?</p>	<p>1.NS.A.6 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a number as a product of two whole numbers 1 through 100 with a common factor not greater than 100.</p> <p>1.EE.1.1 Write and evaluate numerical expressions involving whole-number operations.</p> <p>1.EE.1.2 Fluently add, subtract, multiply and divide multi-digit decimals using the standard algorithm for each operation.</p> <p>1.EE.3. Apply the properties of operations to generate equivalent expressions.</p> <p>1.RP.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number lines or equations.</p> <p>1.NC.8.8 Solve real-world and mathematical problems by graphing points.</p> <p>1.EA.3. Apply the properties of operations to generate equivalent expressions.</p> <p>1.EE.7. Solve real-world and mathematical problems by writing and solving equations of the form <math>ax + b = c</math> and <math>a(x + b) = c</math> for <math>x</math> and <math>a, b, c</math> are of non-negative numbers.</p>	<p>Problems of the Week</p> <p>Chapter Quizzes</p> <p>Math Journals</p>





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