

**BALLSTON SPA CENTRAL SCHOOL DISTRICT**  
The Common Core State Standards in Our Schools

**Fifth Grade Math**

Standard	In school, I am learning to...
<b>NUMBERS AND OPERATIONS IN BASE TEN</b>	
<i>Understand the place value system</i>	
<p><b>5.NBT.1.</b> 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><b>5.NBT.2.</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>5.NBT.3.</b> Read, write, and compare decimals to thousandths.  <b>a.</b> Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.  <b>b.</b> Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>5.NBT.4.</b> Use place value understanding to round decimals to any place.</p>	<ul style="list-style-type: none"> <li>• Name place values of whole numbers through 1,000,000,000.</li> <li>• Name place values of decimal numbers through thousandths.</li> <li>• Demonstrate my knowledge of place value by recognizing the number to the left is 10x larger, using multiplication, and the right is 10x smaller using division.</li> <li>• Show repeated multiplication of tens as an exponent.</li> <li>• Show exponents of tens as repeated multiplication and solve.</li> <li>• Fluently translate between powers of 10 written as ten raised to a whole number exponent, the expanded form, and standard form.</li> <li>• Multiply by a power of ten.</li> <li>• Divide by a power of ten.</li> <li>• Read a decimal number to the thousandths place.</li> <li>• Write a decimal number in standard form to the thousandths place.</li> <li>• 5.NBT.3 Write a decimal number in expanded form to the thousandths place.</li> <li>• Compare two decimals through thousandths place using <math>&lt;</math>, <math>&gt;</math>, <math>=</math>.</li> <li>• Use place value understanding to round decimals to any place with and without visuals.</li> </ul>
<i>Perform operations with multi-digit whole numbers and with decimals to the hundredths</i>	
<p><b>5.NBT.5.</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>5.NBT.6.</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the 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>	<ul style="list-style-type: none"> <li>• Apply my knowledge of the basic multiplication facts and place value to fluently multiply multi-digit whole numbers.</li> <li>• Apply my knowledge of the basic division facts and place value to determine the quotient of whole numbers with up to 4 digit dividends and 2 digit divisors.</li> <li>• Illustrate and explain division using equations, rectangular arrays, and/or area models.</li> </ul>

<p><b>5.NBT.7.</b> 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; relate the strategy to a written method and explain the reasoning used.</p>	<ul style="list-style-type: none"> <li>• Add decimals to the hundredths.</li> <li>• Subtract decimals to hundredths.</li> <li>• Multiply decimals to hundredths.</li> <li>• Divide decimals to hundredths.</li> <li>• Relate the strategy used to a written method and explain the reasoning used.</li> <li>• Demonstrate computations by using models and drawings.</li> </ul>
<b>Standard</b>	<b>In school, I am learning to...</b>
<b>NUMBERS &amp; OPERATIONS - FRACTIONS</b>	
<i>Use equivalent fractions as a strategy to add and subtract fractions</i>	
<p><b>5.NF.1.</b> 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. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p> <p><b>5.NF.2.</b> 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. <i>For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</i></p>	<ul style="list-style-type: none"> <li>• Find common multiples of given numbers.</li> <li>• Rewrite fractions as equivalent fractions.</li> <li>• Convert mixed and improper fractions.</li> <li>• Add and subtract fractions with unlike denominators.</li> <li>• Simplify fractions by determining the GCF of the numerator and denominator.</li> <li>• Use benchmark numbers (0, <math>1/4</math>, <math>1/2</math>, <math>3/4</math>, 1) to estimate sums and differences of fractions.</li> <li>• Relate estimation to my answers to see if they make sense.</li> <li>• Apply prior knowledge of adding and subtracting fractions to solve word problems.</li> </ul>
<i>Apply and extend previous understandings of multiplication and division to multiply and divide fractions</i>	
<p><b>5.NF.3.</b> Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate a fraction as a division problem. Exp. <math>1/4 = 4/1</math></li> <li>• Demonstrate a division problem as a fraction. Exp. <math>4/1 = 1/4</math></li> <li>• Solve division word problems and express the quotient as a fraction or mixed number including visual models.</li> </ul>
<p><b>5.NF.4.</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p><b>a.</b> Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. <i>For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</i></p>	<ul style="list-style-type: none"> <li>• Represent a whole number as a fraction.</li> <li>• Represent multiplication of fractions as models.</li> <li>• Multiply fractions</li> </ul>

**b.** 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. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

**5.NF.5.** Interpret multiplication as scaling (resizing), by:

**a.** 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 indicated multiplication.

**b.** 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 familiar 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  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1.

**5.NF.6.** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

**5.NF.7.** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions

**a.** Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for  $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ .*

**b.** Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for  $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ .*

**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?*

- Apply my understanding of the area of rectangles to include fractional units.
- Demonstrate area with fraction unit squares and show that it is the same as multiplying the side lengths (L x W).
- Predict the size of a product when one factor doesn't change when comparing two equations. Exp.  $200 \times 20$  and  $200 \times 40$  (The product of  $200 \times 40$  will be 2 times larger).
- Predict the size of the product based on the size of the factors. Ex: fraction x fraction = smaller fraction, fraction x whole number = a fraction of the whole number.
- Tell in my own words why fraction x fraction = smaller fraction  $1/4 \times 1/4 = 1/16$   
fraction x whole = smaller number  $1/4 \times 4 = 1$  whole number x mixed number = larger than the original whole number  $1 \frac{1}{2} \times 4 = 6$
- Use various strategies to solve word problems involving multiplication of fractions.
- Use various strategies to solve word problems involving multiplication of mixed numbers.
- Solve real-world word problems involving multiplication of fractions and mixed numbers in various ways. (Example – visual models, equations, etc.)
- Apply and extend previous knowledge of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (limiting factor – numerators of 1
- Solve real-world word problems involving division of whole numbers and unit fractions in various ways. (Example: visual fraction models, equations, etc.)

Standard	In school, I am learning to...
<b>MEASUREMENT AND DATA</b>	
<i>Convert like measurement units within a given measurement system</i>	
<p><b>5.MD.1.</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>	<ul style="list-style-type: none"> <li>Recall customary units of measurements.</li> <li>Recall metric units of measurements.</li> <li>Convert different measurement units (customary &amp; metric) within a given measurement system. (ex: 5 cm to 0.05m, 4 yd to 12 ft)</li> <li>Use conversion units to solve multi step word problems.</li> </ul>
<i>Represent and interpret data</i>	
<p><b>5.MD.2.</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>	<ul style="list-style-type: none"> <li>Extend my knowledge of fractions to create a line plot to display a data set of measurements in fraction form including <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, and <math>\frac{1}{8}</math>.</li> <li>Solve problems involving information given in a line plot by using more than one operation.</li> </ul>
<i>Geometric measurement: understand concepts of volume and relate volume to multiplication and division</i>	
<p><b>5.MD.3.</b> Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p><b>a.</b> 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><b>b.</b> A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</p> <p><b>5.MD.4.</b> Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p><b>5.MD.5.</b> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p><b>a.</b> Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p><b>b.</b> Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p><b>c.</b> Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the</p>	<ul style="list-style-type: none"> <li>Demonstrate, using manipulatives, how solids have 3 dimensions (<math>l \times w \times h</math>), and as result, volume is measured in units.</li> <li>Measure volume by counting unit cubes.</li> <li>Measure volume by using cubic cm, cubic in, and cubic ft and improvised units.</li> <li>Demonstrate volume with unit cubes and show that it is the same as multiplying the side lengths.</li> <li>Extend my knowledge of volume to apply the formulas (<math>V = l \times w \times h</math>) &amp; <math>V = B \times h</math> to real world and mathematical problems.</li> </ul>

non-overlapping parts, applying this technique to solve real world problems.	
Standard	In school, I am learning to...
OPERATIONS AND ALGEBRAIC THINKING	
<i>Write and interpret numerical expressions</i>	
<p><b>5.OA.1.</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p><b>5.OA.2.</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i></p>	<ul style="list-style-type: none"> <li>• Locate and identify parentheses, brackets, and braces in numerical expressions.</li> <li>• Use the 000 to solve numerical expressions.</li> <li>• Explain the order of operations.</li> <li>• Apply the order of operations to evaluate expressions.</li> <li>• Identify key words and relate words to operations.</li> <li>• Use words to interpret a numerical expression.</li> <li>• Explain the meaning of a numerical expression using words.</li> </ul>
<i>Analyze patterns and relationships</i>	
<p><b>5.OA.3.</b> 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. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p>	<ul style="list-style-type: none"> <li>• Create a numerical pattern from a given rule.</li> <li>• Extend a numerical pattern from a given rule.</li> <li>• Determine a rule from a given numerical pattern.</li> <li>• Plot an ordered pair on a coordinate plane.</li> </ul>
Standard	In school, I am learning to...
GEOMETRY	
<i>Graph points on the coordinate plane to solve real world and mathematical problems</i>	
<p><b>5.G.1.</b> 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 names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p><b>5.G.2.</b> Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>	<ul style="list-style-type: none"> <li>• Label the axes, quadrants and origin on the coordinate plane.</li> <li>• Identify ordered pairs.</li> <li>• Plot points on the coordinate plane.</li> <li>• Plot points on the coordinate plane using real world situations. Exp. city blocks</li> <li>• Find the missing points in geometric figures.</li> </ul>

***Classify two-dimensional figures into categories based on their properties***

**5.G.3.** 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.

**5.G.4.** Classify two-dimensional figures in a hierarchy based on properties.

- Categorize 2D figures into subcategories.
- Compare and contrast 2D figures and categorize by their attributes.