Grade 5 - MATH
Skills Based Report Card

Skills and Expectations	Standards	Students will be able to…
Geometry		
Graphs points on a coordinate plane	**Standard 5.G.A.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 names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). **Standard 5.G.A.2** • 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.	Graph points on the coordinate plane to solve real-world and mathematical problems.
Classifies two dimensional figures into categories based on their properties	**Standards 5.G.B.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. **Standards 5.G.B.4** • Classify two-dimensional figures in a hierarchy based on properties.	Classify two dimensional figures into categories based on their properties.
Mathematical Practices		
Makes sense of problems and perseveres in solving them	**Standard MP.1** • Explain the meaning of a problem and look for	Make sense of problems and persevere in solving them.

	entry points to its solution. • Analyze givens, constraints, relationships, and goals. • Make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. • Monitor and evaluate their progress and change course if necessary. • Explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. • Check answers to problems using a different method, and they continually ask themselves, "Does this make sense?"	
Explains mathematical thinking and problem solving strategies	**Standard MP.4** • Apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. • Apply proportional reasoning to plan a school event or analyze a problem in the community. • Make assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. • Identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. • Analyze those relationships mathematically to draw conclusions.	Model with mathematics.

	• Routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. • Communicate precisely to others. • Use clear definitions in discussion with others and in their own reasoning. • State the meaning of the symbols they choose, including using the equal sign consistently and appropriately.	
Masters basic math facts and applies them to basic computation and problem solving	**Standard MP.1** • Calculate accurately and efficiently. • Express numerical answers with a degree of precision appropriate for the problem context.. • Give carefully formulated explanations to each other.	Make sense of problems and persevere in solving them.
Measurement and Data		
Converts like measurement units within a given measurement system	**Standard 5.MD.A.1** • 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.	Convert like measurement units within a given measurement system.
Represents and interprets data	**Standard5.MD.B.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. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total*	Write and interpret numerical expressions. Represent and interpret data.

	amount in all the beakers were redistributed equally.	
Understands geometric measurement - understand concepts of volume	**Standard 5.MD.C.3** • Recognize volume as an attribute of solid figures and understand concepts of volume measurement. **Standard 5.MD.C.3.A** • 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. **Standard 5.MD.C.3.B** • 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 **Standard 5.MD.C.4** • Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **Standard 5.MD.C.5** • Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. **Standard 5.MD.C.5.A** • 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. **Standard 5.MD.C.5.B** • Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for	Analyze patterns and relationships. Geometric measurement - understand concepts of volume and relate volume to multiplication and addition.

	rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. **Standard 5.MD.C.5.C** • Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	
Numbers and Operations		
Understands the place value system	**Standard 5NBT.A.1** Recognize that in a multi-digit number, a digit in one lace 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. **Standard 5NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 • 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. **Standard 5NBT.A.3** • Read, write and compare decimals to thousandths. **Standard 5NBT.A.3.A** • Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). **Standard 5NBT.A.3.B** • Compare two decimals to thousandths based on	Understand the place value system.

	meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **Standard 5NBT.A.4** • Use place value understanding to round decimals to any place.	
Performs operations with multi-digit whole numbers and decimals	**Standard 5NBT.B.5** • Fluently multiply multi-digit whole numbers using the standard algorithm. **Standard 5NBT.B.6** • 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 suing equations, rectangular arrays, and or are models. **Standard 5NBT.B. 7** • 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.	Perform operations with multi-digit whole numbers and with decimals to the hundredths.
Uses equivalent fractions to add and subtract fractions	**Standard 5.NF.A.1** • Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a away as to produce an equivalent sum or difference of fractions with like denominators. **Standard 5.NF.A.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	Uses equivalent fractions to add and subtract fractions.

	to represent the problems. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	
Applies and extends previous understandings of multiplication and division to multiply and divide fractions	**Standard 5 NF.B.3** • Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. 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?* **Standard 5.NF.B. 4** • Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. **Standard 5.NF.B. 4.A** • Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)* **Standard 5.NF.B. 4.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.	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

	Standard 5.NF.B.5 • Interpret multiplication as scaling (resizing), by: **Standard 5.NF.B.5.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. **Standard 5.NF.B.5.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. **Standard 5.NF.B.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. **Standard 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 **Standard 5.NF.B.7.A** • 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*.	

	Standard 5.NF.B.7.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*. **Standard 5.NF.B.7.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?*	
Operations and Algebraic Thinking		
Writes and interprets numerical expressions	**Standard 5.OA.A**. **1** Use parentheses, brackets, or braces in numerical expressions, and evaluates expressions with these symbols. **Standard 5OA.A.2** Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them.	Write and interpret numerical expressions.