

# Grade 5 Yearlong Mathematics Map

**Resources:** Approved from Board of Education

**Assessments:** PARCC Assessments, Performance Series, District Benchmark Assessments

**Common Core State Standards – Standards for Mathematical Practice:**

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| 1. Make sense of problems and persevere in solving them.            | 2. Reason abstractly and quantitatively.                  |
| 3. Construct viable arguments and critique the reasoning of others. | 4. Model with mathematics.                                |
| 5. Use appropriate tools strategically.                             | 6. Attend to precision.                                   |
| 7. Look for and make use of structure.                              | 8. Look for and express regularity in repeated reasoning. |

Domain	Cluster	Common Core Standard	Content	Skills	Academic Vocabulary
OA	Write and interpret numerical expressions.	5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Numerical Expressions	5.OA.1 Write numerical expressions using parentheses, brackets, or braces.	
OA	Write and interpret numerical expressions.	5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Numerical Expressions	5.OA.1 Evaluate numerical expressions using parenthesis, brackets, or braces.	Evaluate=solve
OA	Write and interpret numerical expressions.	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$ . Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$ , without having to calculate the indicated sum or product.	Simple expressions	5.OA.2 Write simple expressions that record calculations with numbers without evaluating them.	Evaluate=solve
OA	Write and interpret numerical expressions.	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$ . Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$ , without having to calculate the indicated sum or product.	Numerical Expressions	5.OA.2 Interpret numerical expressions without evaluating them.	Evaluate=solve

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OA	Analyze patterns and relationships.	5.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. 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.	Numerical Patterns	5.OA.3 Generate two numerical patterns using two given rules.	
OA	Analyze patterns and relationships.	5.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. 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.	Numerical Patterns	5.OA.3. Describe the relationships between corresponding terms.	

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OA	Analyze patterns and relationships.	5.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. 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.	Ordered Pairs	5.OA.3. Form ordered pairs consisting of corresponding terms from the two patterns.	
OA	Analyze patterns and relationships.	5.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. 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.	Ordered Pairs	5.OA.3 Graph the ordered pairs on a coordinate plane.	Ordered Pairs, Coordinate Plane
NBT	Understand the place value system.	5.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.	Place Value	5.NBT.1 Recognize that in a multi-digit number, a digit in any 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.	
NBT	Understand the place value system.	5.NBT.2 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.	Multiplication Place Value Number Patterns	5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10.	Powers of 10

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NBT	Understand the place value system.	5.NBT.2 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.	Multiplication Division Number Patterns	5.NBT.2. Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.	Powers of 10
NBT	Understand the place value system.	5.NBT.2 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.	Whole-Number Exponents	5.NBT.2. Write whole number exponent to denote powers of 10 (Scientific Notation)	Exponents
NBT	Understand the place value system.	5.NBT.3 Read, write, and compare decimals to thousandths.		5.NBT.3 Read, write, and compare decimals to thousandths.	
NBT	Understand the place value system.	5.NBT.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .	Decimal Place Value	5.NBT.3a Read decimals to thousandths using standard form, written form, and expanded form.	
NBT	Understand the place value system.	5.NBT.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .	Decimal Place Value	5.NBT.3a Write decimals to thousandths using standard form, written form, and expanded form.	
NBT	Understand the place value system.	5.NBT.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	Decimal Place Value	5.NBT.3b Compare two decimals to thousandths using $>$ , $=$ , $<$ .	
NBT	Understand the place value system.	5.NBT.4. Use place value understanding to round decimals to any place.	Decimal Place Value	5.NBT.4. Round decimals to a given place value.	Thousandths, Rounding
NBT	Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	Multiplication	5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	

Domain	Cluster	Common Core Standard	Content	Skills	Academic Vocabulary
NBT	Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.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 using equations, rectangular arrays, and/or area models.	Division	5.NBT.6 Compute whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors by applying various strategies.	
NBT	Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.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 using equations, rectangular arrays, and/or area models.	Division	5.NBT.6 Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Rectangular Arrays
NBT	Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.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.	Addition/Subtraction Decimals	5.NBT.7 Add and subtract decimals to hundredths place with concrete models or drawings and strategies based on place value.	
NBT	Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.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.	Multiply Decimals	5.NBT.7 Multiply decimals to hundredths place with concrete models or drawings and strategies based on place value.	
NBT	Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.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.	Divide Decimals	5.NBT.7 Divide decimals to hundredths place with concrete models or drawings and strategies based on place value.	

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NBT	Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.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.	Decimal Operations	5.NBT.7 Explain reasoning when performing operations with decimals to the hundredths place.	
NF	Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ . (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$ .)	Addition/Subtraction Fractions	5.NF.1 Add and subtract fractions with unlike denominators	Equivalent Fractions
NF	Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ . (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$ .)	Addition/Subtraction Mixed Number	5.NF.1 Add and subtract mixed numbers with unlike denominators	Equivalent Fractions
NF	Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ , by observing that $\frac{3}{7} < \frac{1}{2}$ .	Add/Subtract Fractions	5.NF.2 Solve word problems involving addition and subtraction of fractions with like and unlike denominators.	

Domain	Cluster	Common Core Standard	Content	Skills	Academic Vocabulary
NF	Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$ , by observing that $3/7 < 1/2$ .	Add/Subtract Fractions	5.NF.2 Estimate mentally and assess the reasonableness of the answer using benchmark fractions.	Benchmarks
NF	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.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?	Multiply/Divide Fractions	5.NF.3 Interpret a fraction as division of the numerator by the denominator.	

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NF	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.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?	Multiply/Divide Fractions	5.NF.3 Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers using visual fraction models or equations.	
NF	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	Multiplication of Fractions	5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	
NF	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4a 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, $(a/b) \times (c/d) = ac/bd$ .)	Multiplication of Fractions	5.NF.4a 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 $a \times q \div b$ .	

Domain	Cluster	Common Core Standard	Content	Skills	Academic Vocabulary
NF	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4b 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.	Multiplication of Fractions	5.NF.4b Find the area of a rectangle with fractional side lengths by tiling it with unit squares and show that the area is the same as would be found by multiplying the side lengths. rectangular areas.	
NF	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4b 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.	Multiplication of Fractions	5NF.4b Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	
NF	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.5 Interpret multiplication as scaling (resizing), by:	Multiplication of Fractions	5.NF.5 Interpret multiplication as scaling (resizing), by:	
NF	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.5a 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.	Multiplication of Fractions	5.NF.5a 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.	Benchmarks, Scale

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NF	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.5b 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.	Multiplication of Fractions	5.NF.5b Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number	Scale
NF	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.5b 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.	Multiplication of Fractions	5.NF.5b Explain 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.	
NF	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	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.	Multiplication of Fractions	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.	
NF	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	Division of Fractions	5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	

Domain	Cluster	Common Core Standard	Content	Skills	Academic Vocabulary
NF	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.7a 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 $(1/12) \times 4 = 1/3$ .	Division of Fractions	5.NF.7a Interpret division of a unit fraction by a non-zero whole number, and compute such quotients	
NF	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.7b 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 $20 \times (1/5) = 4$ .	Division of Fractions	5.NF.7b Interpret division of a whole number by a unit fraction, and compute such quotients.	
NF	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.7c 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?	Division of Fractions	5.NF.7c 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.	
MD	Convert like measurement units within a given measurement system.	5.MD.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.	Measurement	5.MD.1 Convert among different-sized standard measurement units within a given measurement system	
MD	Convert like measurement units within a given measurement system.	5.MD.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.	Measurement	5.MD.1 Apply conversions in solving multi-step, real world problems.	

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MD	Represent and interpret data.	5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). 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 amount in all the beakers were redistributed equally.	Data	5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ )	
MD	Represent and interpret data.	5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). 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 amount in all the beakers were redistributed equally.	Data	5.MD.2 Perform operations on fractions for this grade to solve problems involving information presented in line plots.	
MD	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	Measurement	5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	
MD	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.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.	Volume	5.MD.3a Recognize that a cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, can be used to measure volume.	Volume

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MD	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.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.	Volume	5.MD.3b Recognize that 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.	Volume
MD	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Volume	5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Improvised= non-standard unit ex, paper clips, unifix cubes, etc.
MD	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	Volume	5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	Volume
MD	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5a 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.	Volume	5.MD.5a Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes	Volume with Rectangular Prism

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MD	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5a 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.	Volume	5.MD.5a 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.	
MD	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5a 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.	Volume	5.MD.5a Represent threefold whole-number products as volumes.	Volume
MD	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5b Apply the formulas $V = l \times w \times h$ and $V = b \times h$ 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.	Volume	5.MD.5b Apply the formulas $V = l \times w \times h$ and $V = B \times h$ 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.	Volume, Formula
MD	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5c 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.	Volume	5.MD.5c 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	Volume, Cubic Unit

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MD	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5c 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.	Volume	5.MD.5c Apply the technique that volume is additive to solve real world problems.	
G	Graph points on the coordinate plane to solve real-world and mathematical problems.	5.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 names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Coordinate Geometry	5.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.	Origin, Ordered Pair, Coordinate Plane, Axes
G	Graph points on the coordinate plane to solve real-world and mathematical problems.	5.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 names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Coordinate Geometry	5.G.1 Recognize that the first number indicates how far to travel from the origin in the direction of the x axis. The second number indicates how far to travel in the direction of the y axis.	X- axis is horizontal, Y-axis is vertical

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G	Graph points on the coordinate plane to solve real-world and mathematical problems.	5.G.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.	Coordinate Geometry	5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane	Quadrant
G	Graph points on the coordinate plane to solve real-world and mathematical problems.	5.G.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.	Coordinate Geometry	5.G.2 Interpret coordinate values of points in the context of the situation	
G	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.	Two-Dimensional Geometry	5.G.3 Recognize that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	
G	Classify two-dimensional figures into categories based on their properties.	5.G.4 Classify two-dimensional figures in a hierarchy based on properties.	Two-Dimensional Geometry	5.G.4 Classify two-dimensional figures in a hierarchy based on properties.	