Grade 5 Mathematics Curriculum Map

Grade 5 Mathematics
Curriculum Map at a Glance

Quarter 1	
Beginning to Mid (Aug. 10-Sept. 8)	Mid to End (Sept. 11-Oct. 13)
Standards:	Standards:
5.NBT.1.3.a-b 5.NBT.1.4 5.NBT.1.2 5.NBT.1.1	5.NBT.2.5 5.NBT.2.7 (Multiplying Decimals Only) 5.MD.1.1 5.NBT.2.6 5.NBT.2.7-3 (Dividing Decimals Only)
Assessments: *You must have a minimum of a Mid-Quarter and Quarter Test per 9 Week grading period. Listed below is a suggested list of Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.	Assessments: *You must have a minimum of a Mid-Quarter and Quarter Test per 9 Week grading period. Listed below is a suggested list of Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.
Quiz 1: ● iReady Standards Mastery MAFS.5.NBT.1.3.a Form A and iReady Standards Mastery MAFS.5.NBT.1.3.b Form A Quiz 2: ● iReady Standards Mastery MAFS.5.NBT.1.4 Form A Mid-Quarter 1 Test: ● iReady Standards Mastery MAFS.5.NBT.1.2 Form A and iReady Standards Mastery MAFS.5.NBT.1.1 Form A	Quiz 1: ● iReady Standards Mastery MAFS.5.NBT.2.5 Form A and iReady Standards Mastery MAFS.5.NBT.2.7-2 (Multiplication) Form A Quiz 2: ● iReady Standards Mastery MAFS.5.MD.1.1-1 Form A and iReady Standards Mastery MAFS.5.MD.1.1-2 Form A Quarter 1 Test: ● iReady Standards Mastery MAFS.5.NBT.2.6 Form A and iReady Standards Mastery MAFS.5.NBT.2.7-3 (Division) Form A

Grade 5 Mathematics
Curriculum Map at a Glance

Quarter 2	
Beginning to Mid (Oct. 18-Nov. 14)	Mid to End (Nov. 15-Dec. 22)
Standards:	**Standards:**
5.NBT.2.7-1 (Adding and Subtracting Decimals) 5.NF.2.3 5.NF.2.7.a-c 5.NF.2.4.a-b 5.NF.2.5.a-b 5.NF.2.6	5.NF.2.5.a-b 5.NF.2.6 5.NF.1.1 5.NF.1.2 5.OA.1.1 5.OA.1.2 5.MD.2.2 (**Don't test unless students are prepared. This standard continues into quarter 3 if needed)**
Assessments: *You must have a minimum of a Mid-Quarter and Quarter Test per 9 Week grading period. Listed below is a suggested list of Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.	**Assessments:** *You must have a minimum of a Mid-Quarter and Quarter Test per 9 Week grading period. Listed below is a suggested list of Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.
Quiz 1: ● iReady Standards Mastery MAFS.5.NBT.2.7-1 Form A and iReady Standards Mastery MAFS.5.NF.2.3 Form A Quiz 2: ● iReady Standards Mastery MAFS.5.NF.2.7.a-b Form A and iReady Standards Mastery MAFS.NF.2.7.c Form A Mid-Quarter 2 Test: ● iReady Standards Mastery MAFS.5.NF.2.4.a Form A and iReady Standards Mastery MAFS.5.NF.2.4.b	Quiz 1: ● iReady Standards Mastery MAFS.5.NF.2.5 Form A and iReady Standards Mastery MAFS.5.NF.2.6 Form A Quiz 2: ● iReady Standards Mastery MAFS.5.NF.1.1 Form A and iReady Standards Mastery MAFS.NF.1.2 Form A Quarter 2 Test: ● iReady Standards Mastery MAFS.5.OA.1.1/MAFS.5.OA.1.2 Form A

Grade 5 Mathematics
Curriculum Map at a Glance

Quarter 3	
Beginning to Mid (Jan. 9-Feb. 9)	Mid to End (Feb. 12-Mar. 15)
Standards:	Standards:
5.MD.2.2 5.MD.3.3.a-b 5.MD.3.4 5.MD.3.5.a-c	5.G.1.1 5.G.1.2 5.OA.2.3 5.G.2.3 5.G.2.4
Assessments: *You must have a minimum of a Mid-Quarter and Quarter Test per 9 Week grading period. Listed below is a suggested list of Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.	Assessments: *You must have a minimum of a Mid-Quarter and Quarter Test per 9 Week grading period. Listed below is a suggested list of Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.
Quiz 1: ● iReady Standards Mastery MAFS.5.MD.2.2 Form A Quiz 2: ● iReady Standards Mastery MAFS.5.MD.3.3/MAFS.5.MD.3.4 Form A Mid-Quarter 3 Test: ● iReady Standards Mastery MAFS.5.MD.3.5.a-b and iReady Standards Mastery MAFS.5.MD.3.5.c Form A	Quiz 1: ● iReady Standards Mastery MAFS.5.G.1.1/MAFS.5.G.1.2 Form A Quiz 2: ● iReady Standards Mastery MAFS.5.OA.2.3 Form A Quarter 3 Test: ● iReady Standards Mastery MAFS.5.G.2.3 Form A and iReady Standards Mastery MAFS.5.G.2.4 Form A

Grade 5 Mathematics
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*The following standards are part of major clusters in 5th Grade. It is recommended that you use the 4th Quarter to help develop a deeper understanding of the ideas and concepts taught in these standards. However, you should use your own class data to help you decide which standards to reteach.

<table>
<tr><th colspan="2">Quarter 4</th></tr>
<tr><th>Beginning to Mid (Mar. 19-Apr. 24)</th><th>Mid to End (Apr. 25-May 25)</th></tr>
<tr><th>Standards:</th><th>Standards:</th></tr>
<tr><td>5.NBT.2.5
5.NBT.2.6
5.NBT.2.7
5.MD.3.3.a-b
5.MD.3.4</td><td>5.MD.3.5.a-c
5.NF.1.1
5.NF.1.2
5.NF.2.6
5.NF.2.7.a-c</td></tr>
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<tr><td>Quiz 1:
● iReady Standards Mastery MAFS.5.NBT.2.5 Form B and iReady Standards Mastery MAFS.5.NBT.2.7-2 (Multiplying Decimals) Form B
Quiz 2:
● iReady Standards Mastery MAFS.5.NBT.2.6 Form B and iReady Standards Mastery MAFS.5.NBT.2.7 (Dividing Decimals) Form B
Mid-Quarter 4 Test:
● iReady Standards Mastery MAFS.5.MD.3.3/MAFS.5.MD.3.4 Form B</td><td>Quiz 1:
● iReady Standards Mastery MAFS.5.MD.3.5.a-b Form B and iReady Standards Mastery MAFS.5.MD.3.5.c Form B
Quiz 2:
● iReady Standards Mastery MAFS.5.NF.1.1 Form B and iReady Standards Mastery MAFS.5.NF.1.2 Form B
Quarter 4 Test:
● iReady Standards Mastery MAFS.5.NF.2.6 Form B and iReady Standards Mastery MAFS.5.NF.2.7.a-b Form B and iReady Standards Mastery MAFS.5.NF.2.7.c Form B</td></tr>
</table>

Grade 5 Mathematics Curriculum Map
Quarter 1 (Beginning to Mid)

Pacing: **5 days**	
Domain(s)/Cluster(s):	
Numbers and Operations in Base Ten ● Understand the place value system.	
Standards:	
5.NBT.1.3	Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1,000). b. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Essential Questions:	Objectives: Students will…..
● How do we compare decimals? ● What patterns occur in our number system?	● Read and write decimals to the thousandths using base ten, number names, and expanded form (with fractions of 1/10, 1/100, 1/1000) ● Compare two decimals to the thousandths using greater than, less than, and equal to symbols. ● Compare two decimals that are written in different formats (i.e. word form, base ten numerals, and expanded form).
Resources	**Assessments**
Test Item Specs ● Learnzillion.com (reading and writing decimals) ● iReady Unit 1 Lesson 3 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math 1.3 lesson is eliminated ● Achievethecore.org	Summative (Required): ● iReady Standards Mastery MAFS.5.NBT.1.3.a Form A ● iReady Standards Mastery MAFS.5.NBT.1.3.b Form A Formative (Optional): ● iReady Standards Mastery MAFS.5.NBT.1.3.a Form B ● iReady Standards Mastery MAFS.5.NBT.1.3.b Form B ● iReady MAFS Lesson 3 Independent Practice ● iReady Toolbox Lesson 3 Quiz
Essential Vocabulary	**Differentiated Instruction**
● base ten numerals ● decimal ● equal to/equivalent ● expanded form ● expression ● greater than/less than ● hundredths/thousandths/tenths	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: **5 days**	
Domain(s)/Cluster(s):	
Numbers and Operations in Base Ten ● Understand the place value system.	
Standards:	
5.NBT.1.4	Use place value understanding to round decimals to any place.

Essential Questions:	Objectives: Students will…..
● How do we round decimals?	● explain how to use place value to round decimals to any place, including the nearest whole number. ● round decimals, up to the hundredths place using a number in the thousandths. ● demonstrate competency with place value concepts in the context of rounding. ● use rounding strategies in real-world situations
Resources	**Assessments**
Test Item Specs ● CPALMS #56913, #56915, #56917, #56918 ● http://www.k-5mathteachingresources.com/ ● Learnzillion.com (rounding decimals) ● iReady Unit 1 Lesson 4 ● iReady MAFS Toolbox GoMath! Guidance Document ● Go Math 3.4 can't be used for this standard	Summative (Required): ● iReady Standards Mastery MAFS.5.NBT.1.4 Form A Formative (Optional): ● iReady Standards Mastery MAFS.5.NBT.1.4 Form B ● iReady MAFS Lesson 4 Independent Practice ● iReady Toolbox Lesson 4 Quiz
Essential Vocabulary	**Differentiated Instruction**
● base ten numerals ● decimal ● equal to ● equivalent ● expression ● hundredths ● tenths ● thousandths ● whole number ● round	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: **5 days**	
Domain(s)/Cluster(s):	
Numbers and Operations in Base Ten ● Understand the place value system.	
Standards:	
5.NBT.1.2	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.

Essential Questions:	Objectives: Students will…..
● What number patterns occur in our number system? ● How can you use place value, division, and multiplication to represent and solve problems?	● express powers of 10 using whole-number exponents. E.g., $10 = 10^1$, $100 = 10^2$, $1000 = 10^3$ ● illustrate and explain the pattern for how and why the number of zeros in a product (when multiplying a whole number by a power of 10) relates to the power of 10. E.g., $5 \times 10^2 = 500$ ● illustrate and explain the pattern in the placement of the decimal point when a decimal is multiplied by a power of 10. ● illustrate and explain the pattern in the placement of the decimal point when a decimal is divided by a power of 10.
Resources	**Assessments**
Test Item Specs ● CPALMS #56913, #56915, #56917, #56918 ● http://www.k-5mathteachingresources.com/ ● Learnzillion.com (powers of 10) ● iReady Unit 1 Lesson 2 ● iReady MAFS Toolbox GoMath! Guidance Document ● Go Math 1.4 #6-14 even, 15-18 ● Go Math 1.5 #5-19 odd, 20-28	Summative (Required): ● iReady Standards Mastery MAFS.5.NBT.1.2 Form A Formative (Optional) ● iReady Standards Mastery MAFS.5.NBT.1.2 Form B ● iReady MAFS Lesson 2 Independent Practice ● iReady Toolbox Lesson 2 Quiz
Essential Vocabulary	**Differentiated Instruction**
● Squared (power of 2) ● cubed (power of 3) ● decimal/decimal point ● divide/quotient ● equal to/equivalent ● exponent ● power of 10 ● multiply/product	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: **4 days**	
Domain(s)/Cluster(s):	
Number and Operations in Base Ten ● Understand the place value system.	
Standards:	
5.NBT.1.1	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

Essential Questions:	Objectives: Students will…..
● What patterns occurs in our number system? ● How can you use place value, division, and multiplication to represent and solve problems?	● that a digit in one place is 10 times the value of the place to its right (i.e. the compared digit in both numerals must be the same number) ● recognize that a digit in one place is 1/10 the value of the place to its left ● explain the relationship between the values of digits across multiple place values, using multiplicative comparison
Resources	**Assessments**
Test Item Specs ● Learnzillion.com (recognizing place value) ● iReady Unit 1 Lesson 1 ● iReady MAFS Toolbox ● CPALMS "Shift the Place, Shift the Value, Understanding Place Value" GoMath! Guidance Document ● Go Math 1.1 p 7-8, #1-8, 13-20 ● Achievethecore.org	Summative (Required): ● iReady Standards Mastery MAFS.5.NBT.1.1 Form A Formative (Optional) ● iReady Standards Mastery MAFS.5.NBT.1.1 Form B ● iReady MAFS Lesson 1 Independent Practice ● iReady Toolbox Lesson 1 Quiz
Essential Vocabulary	**Differentiated Instruction**
● 10 times greater than/less than ● Decimal/decimal point ● divide/quotient ● equal to/equivalent ● expression ● hundredths/tenths/thousandths ● multiply/product ● one tenth ● whole number	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Grade 5 Mathematics Curriculum Map
Quarter 1 (Mid to End)

Pacing: **7 days**	
Domain(s)/Cluster(s):	
Number and Operations in Base Ten ● Understand the place value system.	
Standards:	
5.NBT.2.5	Fluently multiply-multi digit whole numbers using standard algorithm.
5.NBT.2.7 (Focus on Multiplying Decimals)	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.**

Essential Questions:	Objectives: Students will.....
● How do we solve problems with whole numbers and decimals? ● How can you use place value and multiplication to solve problems?	● Recall basic multiplication facts ● Use the standard algorithm for multi-digit whole number multiplication with ease (up to 5-digit by 2-digit) ● Analyze an error in multiplication computation using the standard algorithm and justify the reasoning. ● Determine the missing digit in a factor of a multiplication problem when given the product. ● multiply decimals using area model and drawings.
Resources	**Assessments**
Test Item Specs ● Learnzillion.com (multiply decimals) ● iReady Unit 1 Lesson 5 ● iReady Unit 1 Lesson 8 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math 1.6 p 29-30, #5-19 ● Go Math 1.7 p 33-34, #6-16 even, 17-21 ● Engage NY, Module 2 lesson 8 ● Go Math Ch 4, pp 167-168, #1, 6-12 ● Go Math Ch 4, pp 185-186, 1-3, 10, 11 ● Go Math Ch 4, pp 189-190, 6-22 even, 23-27	Summative (Required): ● iReady Standards Mastery MAFS.5.NBT.2.5 Form A ● iReady Standards Mastery MAFS.5.NBT.2.7-2 (Multiplication) Form A Formative (Optional): ● iReady Standards Mastery MAFS.5.NBT.2.5 Form B ● iReady Standards Mastery MAFS.5.NBT.2.7-2 (Multiplication) Form B ● iReady MAFS Lesson 5 and 8 Independent Practice ● iReady Toolbox Lesson 5 and 8 Quiz
Essential Vocabulary	**Differentiated Instruction**
● multiply/product ● factor	● iReady MAFS Toolbox ● CPALMS

● multiple	● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: **7 days**	
Domain(s)/Cluster(s):	
Measurement and Data ● Convert like measurement units with a given measurement system.	
Standards:	
5.MD.1.1	Convert among different-sized standard measurement units (km,m,cm,kg,g,lb,oz,l,ml.hr,min,sec) and use these conversions to solve multi-step, real-world problems

Essential Questions:	Objectives: Students will…..
● How do we convert measurements within systems? ● What strategies can you use to compare and convert measurements?	● compare units of measure within the same system and same dimensions (i.e., inches to feet, ounces to pounds, millimeters to meters, grams to kilograms, seconds to minutes). ● convert units within the same system (customary or metric).
Resources	**Assessments**
Test Item Specs ● iReady Unit 1 Lesson 21 ● iReady Unit 1 Lesson 22 ● iReady MAFS Toolbox ● CPALMS "Conversion Excursion" GoMath! Guidance Document ● Go Math Ch 10 Lesson 1-3 (teach together) ● Go Math Ch 10 p 419-420, #4-11 ● Go Math Ch 10 p 425-426, #6-20 ● Go Math Ch 10 p 430, #4-9	Summative (Required): ● iReady Standards Mastery MAFS.5.MD.1.1-1 Form A ● iReady Standards Mastery MAFS.5.MD.1.1-2 Form A Formative (Optional): ● iReady Standards Mastery MAFS.5.MD.1.1-1 Form B ● iReady Standards Mastery MAFS.5.MD.1.1-2 Form B ● iReady MAFS Lesson 21 and 22 Independent Practice ● iReady Toolbox Lesson 21 and 22 Quiz
Essential Vocabulary	**Differentiated Instruction**
● Convert ● Metric units ● Customary units ● Conversion	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: **10 days**	
Domain(s)/Cluster(s):	
Number and Operations in Base Ten ● Understanding place value.	
Standards:	
5.NBT.2.6	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.
5.NBT.2.7 (Focus on Dividing Decimals)	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.**

Essential Questions:	Objectives: Students will…..
● How do you divide whole numbers? ● How do you divide decimals?	● Divide with 2 digit divisors using several different strategies ● Divide decimals with decimals in divisor and dividend
Resources	**Assessments**
Test Item Specs ● Learnzillion (Divide 4-digit dividends, partial quotients, divide decimals) ● iReady Unit 1 Lesson 6 and 9 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Delete Go Math 2.1, 2.3, and 2.5 ● Go Math! P 71 #5-8 ● Go Math, p 75-76, #4-16 even, 18-23 ● Go Math!, p 85-86, #7-21 odd ● Go Math! P 207-208, #1-5, 11, 12 ● Go Math p 220-222, #2-14 even, 16-18	Summative (Required): ● iReady Standards Mastery MAFS.NBT.2.6 Form A ● iReady Standards Mastery MAFS.5.NBT.2.7-3 (Division) Form A Formative (Optional): ● iReady Standards Mastery MAFS.NBT.2.6 Form B ● iReady Standards Mastery MAFS.5.NBT.2.7-3 (Division) Form B ● iReady MAFS Lesson 6 and 9 Independent Practice ● iReady Toolbox Lesson 6 and 9 Quiz
Essential Vocabulary	**Differentiated Instruction**
● area model/rectangular array ● compatible numbers ● decompose ● dividend/divisor ● equation ● expanded notation ● quotient/remainder	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Grade 5 Mathematics Curriculum Map
Quarter 2 (Beginning to Mid)

Pacing: **5 days**	
Domain(s)/Cluster(s):	
Numbers and Operations in Base Ten ● Understanding place value.	
Standards:	
5.NBT.2.7	**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.**

Essential Questions:	Objectives: Students will…..
● How do we add and subtract decimals?	● Make reasonable estimates of decimal sums and differences ● Add and subtract decimals using place value
Resources	**Assessments**
Test Item Specs ● Learnzillion (adding and subtracting decimals) ● iReady Unit 1 Lesson 7 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math Ch 3, lesson 5-6, 8-9 ● **Skip Go Math lesson 7	Summative (Required): ● iReady Standards Mastery MAFS.5.NBT.2.7-1 (Adding/Subtracting) Form A Formative (Optional) ● iReady Standards Mastery MAFS.5.NBT.2.7-1 (Adding/Subtracting) Form B ● iReady MAFS Lesson 7 Independent Practice ● iReady Toolbox Lesson 7 Quiz
Essential Vocabulary	**Differentiated Instruction**
● Addition strategies ● Decimal ● Hundredths ● Place value ● Subtraction strategies ● Tenths ● thousandths	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: **8 days**	
Domain(s)/Cluster(s):	
Numbers and Operations – Fractions ● Apply and extend previous understanding of multiplication and division to multiply and divide fractions.	
Standards:	
5.NF.2.3	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 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?
5.NF.2.7	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) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) x 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 ÷ (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 x (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?

Essential Questions:	Objectives: Students will…..
● How can you solve equations and inequalities?	● Divide a whole number by a fraction and divide a fraction by a whole number ● Interpret a fraction as division and solve whole number division problems that results in a fraction or mixed number ● Divide a whole number by a fraction and divide a fraction by a whole number
Resources	**Assessments**
Test Item Specs ● Engage NY Module 4 lessons 1-5 ● Eliminate Ch 8 from Go Math but use Engage NY as the supplement ● iReady Unit 2 Lesson 12 ● iReady Unit 2 Lessons 17-18 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document	Summative (Required): ● iReady Standards Mastery MAFS.5.NF.2.3 Form A ● iReady Standards Mastery MAFS.5.NF.2.7.a-b Form A ● iReady Standards Mastery MAFS.5.NF.2.7.c Form A Formative (Optional) ● iReady Standards Mastery MAFS.5.NF.2.3 Form B ● iReady Standards Mastery MAFS.5.NF.2.7.a-b Form B ● iReady Standards Mastery MAFS.5.NF.2.7.c Form B ● iReady MAFS Lesson 12, 17, and 18 Independent Practice ● iReady Toolbox Lesson 12, 17, and 18 Quiz
Essential Vocabulary	**Differentiated Instruction**

• Numerator • Denominator • Inverse • Dividend • Divisor • Whole number	• iReady MAFS Toolbox • CPALMS • Go Math! Grab and Go Centers • Go Math! ELL Activity Guide • Go Math! Re-teach and Enrich Books

Pacing: **8 days**	
Domain(s)/Cluster(s):	
Numbers and Operations – Fractions ● Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	
Standards:	
5.NF.2.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product (a/b) x q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) x 4 = 8/3, and create a story context for this equation. Do the same with (2/3) x (4/5) = 8/15. (In general, (a/b) x (c/d) = ac/bd). 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.2.5	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 x a)/(n x b) to the effect of multiplying a/b by 1.
5.NF.2.6	Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Essential Questions:	Objectives: Students will…..
● How do you show multiplying fractions with a visual model? ● How do you simplify fractions? ● How does multiplying fractions relate to real world problems?	● Model the product of a fraction and whole number ● Multiply fractions and whole numbers ● Multiply fractions with models ● Relate the size of the product compared to the size of one factor when multiplying fractions ● Multiply fractions by mixed numbers ● Use a model to multiply two mixed numbers and find the area of a rectangle ● Relate the size of the product to the factors when multiplying fractions greater than one
Resources	**Assessments**
Test Item Specs ● iReady Unit 2 Lessons 14-16 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document	Summative (Required): ● iReady Standards Mastery MAFS.5.NF.2.4.a Form A ● iReady Standards Mastery MAFS.5.NF.2.4.b Form A ● iReady Standards Mastery MAFS.5.NF.2.5 Form A ● iReady Standards Mastery MAFS.5.NF.2.6 Form A

• Eliminate Go Math Ch 7 and supplement with Engage NY Module 4 lessons 7-15	Formative (Optional) • iReady Standards Mastery MAFS.5.NF.2.4.a Form B • iReady Standards Mastery MAFS.5.NF.2.4.b Form B • iReady Standards Mastery MAFS.5.NF.2.5 Form B • iReady Standards Mastery MAFS.5.NF.2.6 Form B • iReady MAFS Lesson 14-16 Independent Practice • iReady Toolbox Lesson 14-16 Quiz
Essential Vocabulary	Differentiated Instruction
• Mixed number • Improper fraction • Area • product	• iReady MAFS Toolbox • CPALMS • Go Math! Grab and Go Centers • Go Math! ELL Activity Guide • Go Math! Re-teach and Enrich Books

Grade 5 Mathematics Curriculum Map
Quarter 2 (Mid to End)

Pacing: **10 days**

Domain(s): Numbers and Operations-Fractions

Number and Operations – Fractions

- Add and Subtract fractions with unlike denominators.

Standards:	
5.NF.1.1	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, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd).
5.NF.1.2	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.

Essential Questions:	Objectives: Students will…..
• How do we use equivalent fractions as a strategy to add and subtract fractions?	• Add/subtract fractions with unlike denominators (including mixed numbers) • Rewrite two fractions with unlike denominators to have common denominators in order to add or subtract fractions • Solve word problems involving addition and subtraction of fractions of unlike denominators referring to the same whole.
Resources	**Assessments**
Test Item Specs • Learnzillion (adding and subtracting fractions) • iReady Unit 2 lesson 10-11 • iReady MAFS Toolbox • CPALMS "Making S'Mores" GoMath! Guidance Document • Go Math lessons 6.1-6.7 • Delete Go Math 6.8 • EngageNY Module 3 lesson 7	Summative (Required): • iReady Standards Mastery MAFS.5.NF.1.1 Form A • iReady Standards Mastery MAFS.5.NF.1.2 Form A Formative (Optional): • iReady Standards Mastery MAFS.5.NF.1.1 Form B • iReady Standards Mastery MAFS.5.NF.1.2 Form B • iReady MAFS Lesson 10-11 Independent Practice • iReady Toolbox Lesson 10-11 Quiz
Essential Vocabulary	**Differentiated Instruction**
• Common denominator • Mixed number • Improper fractions • Like denominator/unlike denominator • Benchmark fractions	• iReady MAFS Toolbox • CPALMS • Go Math! Grab and Go Centers • Go Math! ELL Activity Guide • Go Math! Re-teach and Enrich Books

Pacing: **10 days**	
Domain(s)/Cluster(s):	
Operations and Algebraic Thinking ● Writing and interpreting expressions.	
Standards:	
5.OA.1.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
5.OA.1.2	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 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.

Essential Questions:	Objectives: Students will…..
● What can affect the relationship between numbers?	● perform operations in the conventional order ● Evaluate expressions ● determine why the value of an expression changes when the order of operations changes. ● insert parentheses, brackets, or braces in numerical expressions to make a statement true, or equal to a specified value. ● apply an understanding of operations and grouping symbols to write numerical expressions without evaluating (i.e., solving) them. ● apply an understanding of operations and grouping symbols to interpret the meaning of numerical expressions without evaluating (i.e., solving) them.
Resources	**Assessments**
Test Item Specs ● Learnzillion (parentheses/adding parentheses) ● Achievethecore.org ● iReady Unit 3 Lesson 19 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math Ch 1 lesson 10-11 ● Delete Go Math Ch 1 lesson 12	Summative (Required): ● iReady Standards Mastery MAFS.5.OA.1.1/MAFS.5.OA.1.2 Form A Formative (Optional): ● iReady Standards Mastery MAFS.5.OA.1.1/MAFS.5.OA.1.2 Form B ● iReady MAFS Lesson 19 Independent Practice ● iReady Toolbox Lesson 19 Quiz
Essential Vocabulary	**Differentiated Instruction**
● Braces/brackets ● conventional order ● expression ● operation	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide and Re-teach and Enrich Books

****You will begin working on 5.MD.2.2 but will not assess it on Quarter 2 grading period unless your students are ready!**

Pacing: **13 days**	
Domain(s)/Cluster(s):	
Measurement and Data ● Represent and interpret data.	
Standards:	
5.MD.2.2	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 amount in all the beakers were redistributed equally.

Essential Questions:	Objectives: Students will…..
● How do we represent and interpret data?	● Create and label a line plot to display a data set containing fractions. ● Calculate the average of a data set containing fractions with unlike denominators. ● Solve problems using data (fractions) represented in a line plot. ● Add, subtract, multiply, and divide fractions. ● Simplify/reduce fractions to lowest terms.
Resources	**Assessments**
Test Item Specs ● Learnzillion (line plots ● iReady Unit 2 Lesson 23 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math lessons 9.1 (skip average questions), #5-12 ● EngageNY Module 4 lesson 1	Summative (Required): ● iReady Standards Mastery MAFS.5.MD.2.2 Form A Formative (Optional) ● iReady Standards Mastery MAFS.5.MD.2.2 Form B ● iReady MAFS Lesson 23 Independent Practice ● iReady Toolbox Lesson 23 Quiz
Essential Vocabulary	**Differentiated Instruction**
● Line plot ● Scale ● Interval ● Equivalent fraction	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Grade 5 Mathematics Curriculum Map
Quarter 3 (Beginning to Mid)

<table>
<tr><td colspan="2">Pacing: 13 days</td></tr>
<tr><td colspan="2">Domain(s)/Cluster(s):</td></tr>
<tr><td colspan="2">Measurement and Data
● Represent and interpret data.</td></tr>
<tr><td colspan="2">Standards:</td></tr>
<tr><td>5.MD.2.2</td><td>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 amount in all the beakers were redistributed equally.</td></tr>
<tr><td>Essential Questions:</td><td>Objectives: Students will…..</td></tr>
<tr><td>● How do we represent and interpret data?</td><td>● Create and label a line plot to display a data set containing fractions.
● Calculate the average of a data set containing fractions with unlike denominators.
● Solve problems using data (fractions) represented in a line plot.
● Add, subtract, multiply, and divide fractions.
● Simplify/reduce fractions to lowest terms.</td></tr>
<tr><td>Resources</td><td>Assessments</td></tr>
<tr><td>Test Item Specs
● Learnzillion (line plots
● iReady Unit 2 Lesson 23
● iReady MAFS Toolbox
● CPALMS
GoMath! Guidance Document
● Go Math lessons 9.1 (skip average questions), #5-12
● EngageNY Module 4 lesson 1</td><td>Summative (Required):
● iReady Standards Mastery MAFS.5.MD.2.2 Form A
Formative (Optional)
● iReady Standards Mastery MAFS.5.MD.2.2 Form B
● iReady MAFS Lesson 23 Independent Practice
● iReady Toolbox Lesson 23 Quiz</td></tr>
<tr><td>Essential Vocabulary</td><td>Differentiated Instruction</td></tr>
<tr><td>● Line plot
● Scale
● Interval
● Equivalent fraction</td><td>● iReady MAFS Toolbox
● CPALMS
● Go Math! Grab and Go Centers
● Go Math! ELL Activity Guide
● Go Math! Re-teach and Enrich Books</td></tr>
</table>

Pacing: **12 days**

Domain(s)/Cluster(s):

Measurement and Data

- Geometric measurement: understand concepts of volume and relate volume to multiplication and division.

Standards:	
5.MD.3.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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. 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.
5.MD.3.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5.MD.3.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. 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. b. Apply the formulas V = l × w × h and V = B × 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. 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.

Essential Questions:	Objectives: Students will…..
● How do we represent the inside of a 3 dimensional figure?	● identify volume as an attribute of a solid figure. ● explain that a cube with 1 unit side length is "one cubic unit" of volume. ● explain a process for finding the volume of a solid figure by filling it with unit cubes without gaps and overlaps. ● measure the volume of a hollow three-dimensional figure (i.e., rectangular prism and cube) by filling it with unit cubes without gaps and counting the number of unit cubes. ● use unit cubes to create two different rectangular prisms with one given volume. ● Recognize volume as an additive.

Resources	Assessments
Test Item Specs ● Learnzillion ● iReady Unit 4 Lesson 24-27 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math pp 469-470, 1-2, 6-10 ● Go Math p 477-478, #4-9 ● Go Math p 481-482, #3-13 ● Go Math p 486 #4-8	Summative (Required): ● iReady Standards Mastery MAFS.5.MD.3.3/MAFS.5.MD.3.4 Form A ● iReady Standard Mastery MAFS.5.MD.3.5.a-b Form A ● iReady standard mastery MAFS.5.MD.3.5.c Form A Formative (Optional): ● iReady Standards Mastery MAFS.5.MD.3.3/MAFS.5.MD.3.4 Form B ● iReady Standards Mastery MAFS.5.MD.3.5.a-b Form B ● iReady Standards Mastery MAFS.5.MD.3.5.c Form B ● iReady MAFS Lesson 24-27 Independent Practice

• Go Math p 489-490, #3-13 • Learnzillion Unit 9 lesson 8 and 9	• iReady Toolbox Lesson 24-27 Quiz
Essential Vocabulary	Differentiated Instruction
• attribute • cubic units • gap • height, length, width (BASE) • volume	• iReady MAFS Toolbox • CPALMS • Go Math! Grab and Go Centers • Go Math! ELL Activity Guide • Go Math! Re-teach and Enrich Books

Grade 5 Mathematics Curriculum Map
Quarter 3 (Mid to End)

Pacing: **8 days**	
Domain(s)/Cluster(s):	
Geometry ● Graph points on the coordinate plane to solve real-world and mathematical problems. Operations and Algebraic Thinking ● Analyze patterns and relationships.	
Standards:	
5.G.1.1	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).
5.G.1.2	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.
5.OA.2.3	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. ***G.1.2 and OA.2.3 can be taught together**

Essential Questions:	Objectives: Students will…..
● How do we graph ordered pairs? ● How do we use coordinate grids and patterns to help graph and interpret data?	● Define the coordinate plane as a set of perpendicular lines, called axes ● Define the intersection of the perpendicular lines as the origin. ● Define the x and y axis ● Graph points in the first quadrant based on word problems. ● Plot coordinates on a plane. ● Generate and describe relationships between two patterns
Resources	**Assessments**
Test Item Specs ● Learnzillion ● iReady Unit 2 Lesson 28-29 ● iReady Unit 3 Lesson 20 ● iReady MAFS Toolbox	Summative (Required): ● iReady Standards Mastery MAFS.5.G.1.1/MAFS.5.G.1.2 Form A ● iReady Standard Mastery MAFS.5.OA.2.3 Form A Formative (Optional): ● iReady Standards Mastery MAFS.5.G.1.1/MAFS.G.1.2 Form B

• CPALMS GoMath! Guidance Document • Go Math pp 375-376, #11-38 • Delete 9.3 and 9.4 in Go Math! • Go Math p 394 #4-7 • Go Math pp397-398 #1-14 • EngageNY Module 6 lesson 3	• iReady Standards Mastery MAFS.OA.2.3 Form B • iReady MAFS Lesson 20, 28, and 29 Independent Practice • iReady Toolbox Lesson 20, 28, and 29 Quiz
Essential Vocabulary	Differentiated Instruction
• Coordinates/Plane/Ordered Pairs • X and y axis (origin) • Patterns	• iReady MAFS Toolbox • CPALMS • Go Math! Grab and Go Centers • Go Math! ELL Activity Guide • Go Math! Re-teach and Enrich Books

Pacing: **13 days**	
Domain(s)/Cluster(s):	
Geometry ● Classify two-dimensional figures into categories based on their properties.	
Standards:	
5.G.2.3	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.2.4	Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.

Essential Questions:	Objectives: Students will…..
● What are the properties of 2 dimensional figures?	● Identify given polygons. ● Describe the attributes of given polygons ● Categorize polygons according to their attributes. ● Define subcategories within polygon categories. ● Describe polygons belonging to a category also belong to all subcategories. ● Classify two-dimensional figures based on their properties. ● Classify two-dimensional figures in a hierarchy based on their properties.
Resources	**Assessments**
Test Item Specs ● Learnzillion Unit 11 ● iReady Unit 5 lesson 30-31 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math pp 443-44, #5-15 ● Go Math pp 447-448, #4-14 ● Go Math p 451-452, #4-12 ● Go Math p 456 #5-9	Summative (Required): ● iReady Standards Mastery MAFS.5.G.2.3 Form A ● iReady Standard Mastery MAFS.5.G.2.4 Form A Formative (Optional): ● iReady Standards Mastery MAFS.5.G.2.3 Form B ● iReady Standards Mastery MAFS.5.G.2.4 Form B ● iReady MAFS Lesson 30-31 Independent Practice ● iReady Toolbox Lesson 30-31 Quiz
Essential Vocabulary	**Differentiated Instruction**
● Angles ● Attributes ● Classify ● Hierarchy ● Polygon/Quadrilateral	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Grade 5 Mathematics Curriculum Map
Quarter 4 (Beginning to Mid)

*The following standards are part of major clusters in 5th Grade. It is recommended that you use the 4th Quarter to help develop a deeper understanding of the ideas and concepts taught in these standards. However, you should use your own class data to help you decide which standards to reteach.

Pacing: **7 days**

Domain(s)/Cluster(s):

Number and Operations in Base Ten
- Understand the place value system.

Standards:	
5.NBT.2.5	Fluently multiply-multi digit whole numbers using standard algorithm.
5.NBT.2.7 (Focus on Multiplying Decimals)	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.**

Essential Questions:	Objectives: Students will…..
● How do we solve problems with whole numbers and decimals? ● How can you use place value and multiplication to solve problems?	● Recall basic multiplication facts ● Use the standard algorithm for multi-digit whole number multiplication with ease (up to 5-digit by 2-digit) ● Analyze an error in multiplication computation using the standard algorithm and justify the reasoning. ● Determine the missing digit in a factor of a multiplication problem when given the product. ● multiply decimals using area model and drawings.
Resources	**Assessments**
Test Item Specs ● Learnzillion.com (multiply decimals) ● iReady Unit 1 Lesson 5 ● iReady Unit 1 Lesson 8 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math 1.6 p 29-30, #5-19 ● Go Math 1.7 p 33-34, #6-16 even, 17-21 ● Engage NY, Module 2 lesson 8 ● Go Math Ch 4, pp 167-168, #1, 6-12 ● Go Math Ch 4, pp 185-186, 1-3, 10, 11 ● Go Math Ch 4, pp 189-190, 6-22 even, 23-27	Summative (Required): ● iReady Standards Mastery MAFS.5.NBT.2.5 Form B ● iReady Standards Mastery MAFS.5.NBT.2.7-2 (Multiplication) Form B Formative (Optional): ● iReady MAFS Lesson 5 and 8 Independent Practice ● iReady Toolbox Lesson 5 and 8 Quiz
Essential Vocabulary	**Differentiated Instruction**
● multiply/product	● iReady MAFS Toolbox

● factor ● multiple	● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: **10 days**	
Domain(s)/Cluster(s):	
Number and Operations in Base Ten ● Understanding place value.	
Standards:	
5.NBT.2.6	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.
5.NBT.2.7 (Focus on Dividing Decimals)	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.**

Essential Questions:	Objectives: Students will…..
● How do you divide whole numbers? ● How do you divide decimals?	● Divide with 2 digit divisors using several different strategies ● Divide decimals with decimals in divisor and dividend
Resources	**Assessments**
Test Item Specs ● Learnzillion (Divide 4-digit dividends, partial quotients, divide decimals) ● iReady Unit 1 Lesson 6 and 9 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Delete Go Math 2.1, 2.3, and 2.5 ● Go Math! P 71 #5-8 ● Go Math, p 75-76, #4-16 even, 18-23 ● Go Math!, p 85-86, #7-21 odd ● Go Math! P 207-208, #1-5, 11, 12 ● Go Math p 220-222, #2-14 even, 16-18	Summative (Required): ● iReady Standards Mastery MAFS.NBT.2.6 Form B ● iReady Standards Mastery MAFS.5.NBT.2.7-3 (Division) Form B Formative (Optional): ● iReady MAFS Lesson 6 and 9 Independent Practice ● iReady Toolbox Lesson 6 and 9 Quiz
Essential Vocabulary	**Differentiated Instruction**
● area model/rectangular array ● compatible numbers ● decompose ● dividend/divisor ● equation ● expanded notation ● quotient/remainder	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: **5 days**	
Domain(s)/Cluster(s):	
Measurement and Data ● Geometric measurement: understand concepts of volume and relate volume to multiplication and division.	
Standards:	
5.MD.3.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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. 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.
5.MD.3.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

Essential Questions:	Objectives: Students will…..
● How do we represent the inside of a 3 dimensional figure?	● identify volume as an attribute of a solid figure. ● explain that a cube with 1 unit side length is "one cubic unit" of volume. ● explain a process for finding the volume of a solid figure by filling it with unit cubes without gaps and overlaps. ● measure the volume of a hollow three-dimensional figure (i.e., rectangular prism and cube) by filling it with unit cubes without gaps and counting the number of unit cubes. ● use unit cubes to create two different rectangular prisms with one given volume.
Resources	**Assessments**
Test Item Specs ● Learnzillion ● iReady Unit 4 Lesson 24-26 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math pp 469-470, 1-2, 6-10 ● Learnzillion Unit 9 lesson 8 and 9	Summative (Required): ● iReady Standards Mastery MAFS.5.MD.3.3/MAFS.5.MD.3.4 Form B Formative (Optional): ● iReady MAFS Lesson 24-26 Independent Practice ● iReady Toolbox Lesson 24-26 Quiz
Essential Vocabulary	**Differentiated Instruction**
● attribute ● cubic units ● gap ● height, length, width (BASE) ● volume	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Grade 5 Mathematics Curriculum Map
Quarter 4 (Mid to End)

*The following standards are part of major clusters in 5th Grade. It is recommended that you use the 4th Quarter to help develop a deeper understanding of the ideas and concepts taught in these standards. However, you should use your own class data to help you decide which standards to reteach.

Pacing: **5 days**

Domain(s)/Cluster(s):

Measurement and Data

- Geometric measurement: understand concepts of volume and relate volume to multiplication and division.

Standards:

5.MD.3.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. 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. b. Apply the formulas V = l × w × h and V = B × 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. 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.

Essential Questions:	Objectives: Students will…..
● How do we represent the inside of a 3 dimensional figure?	● Recognize volume as an additive.

Resources	Assessments
Test Item Specs ● Learnzillion ● iReady Unit 4 Lesson 27 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math p 481-482, #3-13 ● Go Math p 486 #4-8 ● Go Math p 489-490, #3-13 ● Learnzillion Unit 9 lesson 8 and 9	Summative (Required): ● iReady Standards Mastery MAFS.5.MD.3.5.a-b Form B ● iReady Standards Mastery MAFS.5.MD.3.5.c Form B Formative (Optional): ● iReady MAFS Lesson 27 Independent Practice ● iReady Toolbox Lesson 27 Quiz

Essential Vocabulary	Differentiated Instruction
● attribute ● cubic units ● gap ● height, length, width (BASE) ● volume	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: **10 days**	
Domain(s): Numbers and Operations-Fractions	
Number and Operations – Fractions ● Add and Subtract fractions with unlike denominators.	
Standards:	
5.NF.1.1	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, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd).
5.NF.1.2	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.

Essential Questions:	Objectives: Students will…..
● How do we use equivalent fractions as a strategy to add and subtract fractions?	● Add/subtract fractions with unlike denominators (including mixed numbers) ● Find equivalent fractions. ● Rewrite two fractions with unlike denominators to have common denominators in order to add or subtract fractions ● Solve word problems involving addition and subtraction of fractions of unlike denominators referring to the same whole.
Resources	**Assessments**
Test Item Specs ● Learnzillion (adding and subtracting fractions) ● iReady Unit 2 lesson 10-11 ● iReady MAFS Toolbox ● CPALMS “Making S’Mores” GoMath! Guidance Document ● Go Math lessons 6.1-6.7 ● Delete Go Math 6.8 ● EngageNY Module 3 lesson 7	Summative (Required): ● iReady Standards Mastery MAFS.5.NF.1.1 Form B ● iReady Standards Mastery MAFS.5.NF.1.2 Form B Formative (Optional): ● iReady MAFS Lesson 10-11 Independent Practice ● iReady Toolbox Lesson 10-11 Quiz
Essential Vocabulary	**Differentiated Instruction**
● Common denominator ● Mixed number ● Improper fractions ● Like denominator ● Unlike denominator ● Equivalent fraction ● Benchmark fractions	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: **8 days**	
Domain(s)/Cluster(s):	
Numbers and Operations – Fractions ● Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	
Standards:	
5.NF.2.6	Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Essential Questions:	Objectives: Students will…..
● How does multiplying fractions relate to real world problems?	● Multiply fractions in real world situations.
Resources	**Assessments**
Test Item Specs ● iReady Unit 2 Lessons 16 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Eliminate Go Math Ch 7 and supplement with Engage NY Module 4 lessons 7-15	Summative (Required): ● iReady Standards Mastery MAFS.5.NF.2.6 Form B Formative (Optional) ● iReady MAFS Lesson 16 Independent Practice ● iReady Toolbox Lesson 16 Quiz
Essential Vocabulary	**Differentiated Instruction**
● Mixed number ● Improper fraction ● Area ● product	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: **8 days**	
Domain(s)/Cluster(s):	
Numbers and Operations – Fractions ● Apply and extend previous understanding of multiplication and division to multiply and divide fractions.	
Standards:	
5.NF.2.7	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) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) x 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 ÷ (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 x (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?

Essential Questions:	Objectives: Students will…..
● How can you solve equations and inequalities?	● Divide a whole number by a fraction and divide a fraction by a whole number ● Interpret a fraction as division and solve whole number division problems that results in a fraction or mixed number ● Divide a whole number by a fraction and divide a fraction by a whole number
Resources	**Assessments**
Test Item Specs ● Engage NY Module 4 lessons 1-5 ● Eliminate Ch 8 from Go Math but use Engage NY as the supplement ● iReady Unit 2 Lessons 17-18 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document	Summative (Required): ● iReady Standards Mastery MAFS.5.NF.2.7.a-b Form B ● iReady Standards Mastery MAFS.5.NF.2.7.c Form B Formative (Optional) ● iReady MAFS Lesson 17 and 18 Independent Practice ● iReady Toolbox Lesson 17 and 18 Quiz
Essential Vocabulary	**Differentiated Instruction**
● Numerator ● Denominator ● Inverse ● Dividend ● Divisor ● Whole number	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books