5th Grade Math Learning Targets

Algebra:

5.A.1.1. Students are able to use a variable to write an addition expression. - Application

- I can write an addition expression with a variable from a word problem. (5.A.1.1)
    - I can write a subtraction expression from a word problem.
    - I can write a multiplication expression from a word problem.
    - I can write a division expression from a word problem.

5.A.1.2. Students are able to recognize and use the associative property of addition and multiplication. - Application

- I can define the associative property of addition. (5.A.1.2)
- I can use the associative property in addition problems and get the same answer. (5.A.1.2)
  E.g. – 6 + 5 + 10 = 21 can be (6 + 5) + 10 = 21 or 6 + (5 + 10) = 21
- I can define the associative property of multiplication. (5.A.1.2)
- I can use the associative property in multiplication problems and get the same answer. (5.A.1.2)
  E.g. – 6 x 5 x 10 = 300 can be (6 x 5) x 10 = 300 or 6 x (5 x 10) = 300

5.A.2.1. Students are able to write one-step first degree equations using the set of whole numbers and find a solution. - Application

- I can **write** an addition equation from a word problem that uses whole numbers. (5.A.2.1)
    - I can write an equation from a word problem that uses fractions.
    - I can write an equation from a word problem that uses decimals.
    - I can write an equation from a word problem that uses percentages.
- I can **solve** an addition equation from a word problem that uses whole numbers. (5.A.2.1)
    - I can solve an equation from a word problem that uses fractions.
    - I can solve an equation from a word problem that uses decimals.
    - I can solve an equation from a word problem that uses percentages.
- I can **write** a subtraction equation from a word problem that uses whole numbers. (5.A.2.1)
    - I can write an equation from a word problem that uses fractions.
    - I can write an equation from a word problem that uses decimals.
    - I can write an equation from a word problem that uses percentages.
- I can **solve** a subtraction equation from a word problem that uses whole numbers. (5.A.2.1)
    - I can solve an equation from a word problem that uses fractions.
    - I can solve an equation from a word problem that uses decimals.
    - I can solve an equation from a word problem that uses percentages.

- I can **write** a multiplication equation from a word problem that uses whole numbers. (5.A.2.1)
    - I can write an equation from a word problem that uses fractions.
    - I can write an equation from a word problem that uses decimals.
    - I can write an equation from a word problem that uses percentages.
- I can **solve** a multiplication equation from a word problem that uses whole numbers. (5.A.2.1)
    - I can solve an equation from a word problem that uses fractions.
    - I can solve an equation from a word problem that uses decimals.
    - I can solve an equation from a word problem that uses percentages.
- I can **write** a division equation from a word problem that uses whole numbers. (5.A.2.1)
    - I can write an equation from a word problem that uses fractions.
    - I can write an equation from a word problem that uses decimals.
    - I can write an equation from a word problem that uses percentages.
- I can **solve** a division equation from a word problem that uses whole numbers. (5.A.2.1)
    - I can solve an equation from a word problem that uses fractions.
    - I can solve an equation from a word problem that uses decimals.
    - I can solve an equation from a word problem that uses percentages.

5.A.3.1. Students are able to, using whole numbers, write and solve number sentences that represent two-step word problems. - Application

- I can **write** an addition equation from a two-step word problem that uses whole numbers. (5.A.3.1)
    - I can write an equation from a two-step word problem that uses fractions.
    - I can write an equation from a two-step word problem that uses decimals.
    - I can write an equation from a two-step word problem that uses percentages.
- I can **solve** an addition equation from a two-step word problem that uses whole numbers. (5.A.3.1)
    - I can solve an equation from a two-step word problem that uses fractions.
    - I can solve an equation from a two-step word problem that uses decimals.
    - I can solve an equation from a two-step word problem that uses percentages.
- I can **write** a subtraction equation from a two-step word problem that uses whole numbers. (5.A.3.1)
    - I can write an equation from a two-step word problem that uses fractions.
    - I can write an equation from a two-step word problem that uses decimals.
    - I can write an equation from a two-step word problem that uses percentages.

- I can **solve** a subtraction equation from a two-step word problem that uses whole numbers. (5.A.3.1)
    - I can solve an equation from a two-step word problem that uses fractions.
    - I can solve an equation from a two-step word problem that uses decimals.
    - I can solve an equation from a two-step word problem that uses percentages.
- I can **write** a multiplication equation from a two-step word problem that uses whole numbers. (5.A.3.1)
    - I can write an equation from a two-step word problem that uses fractions.
    - I can write an equation from a two-step word problem that uses decimals.
    - I can write an equation from a two-step word problem that uses percentages.
- I can **solve** a multiplication equation from a two-step word problem that uses whole numbers. (5.A.3.1)
    - I can solve an equation from a two-step word problem that uses fractions.
    - I can solve an equation from a two-step word problem that uses decimals.
    - I can solve an equation from a two-step word problem that uses percentages.
- I can **write** a division equation from a two-step word problem that uses whole numbers. (5.A.3.1)
    - I can write an equation from a two-step word problem that uses fractions.
    - I can write an equation from a two-step word problem that uses decimals.
    - I can write an equation from a two-step word problem that uses percentages.
- I can **solve** a division equation from a two-step word problem that uses whole numbers. (5.A.3.1)
    - I can solve an equation from a two-step word problem that uses fractions.
    - I can solve an equation from a two-step word problem that uses decimals.
    - I can solve an equation from a two-step word problem that uses percentages.

5.A.3.2. Students are able to identify information and apply it to a given formula. - Application

- I can pick out the information needed to solve a problem. (5.A.3.2)
- I can put the information into a formula to solve a problem. (5.A.3.2)

5.A.4.1. Students are able to solve problems using patterns involving more than one operation. - Application

- I can find the answer to a problem using patterns involving more than one operation. (5.A.4.1)
- I can explain the rule used to figure out the pattern involving more than one operation. (5.A.4.1)

Geometry:

5.G.1.1. Students are able to describe and identify isosceles and equilateral triangles, pyramids, rectangular prisms, and cones. - Knowledge

- I can label an isosceles triangle. (5.G.1.1)
- I can list the properties of an isosceles triangle. (5.G.1.1)
- I can label an equilateral triangle. (5.G.1.1)
- I can list the properties of an equilateral triangle. (5.G.1.1)
- I can label a pyramid. (5.G.1.1)
- I can list the properties of a pyramid. (5.G.1.1)
- I can label rectangular prism. (5.G.1.1)
- I can list the properties of rectangular prism. (5.G.1.1)
- I can label a cone. (5.G.1.1)
- I can list the properties of cone. (5.G.1.1)

5.G.1.2. Students are able to identify acute, obtuse, and right angles. - Knowledge

- I can label an acute angle. (5.G.1.2)
- I can label an obtuse angle. (5.G.1.2)
- I can label a right angle. (5.G.1.2)

5.G.2.1. Students are able to determine lines of symmetry in rectangles, squares, and triangles. - Comprehension

- I can define line of symmetry. (5.G.2.1)
- I can find the line(s) of symmetry in a rectangle. (5.G.2.1)
- I can find the line(s) of symmetry in a square. (5.G.2.1)
- I can find the line(s) of symmetry in a triangle. (5.G.2.1)

5.G.2.2. Students are able to identify a turn or flip (rotation or reflection) of a given figure. - Knowledge

- I can define a turn / rotation. (5.G.2.2)
- I can label a turn / rotation. (5.G.2.2)
- I can define a flip / reflection. (5.G.2.2)
- I can label a flip / reflection. (5.G.2.2)

5.G.2.3. Students are able to use two-dimensional coordinate grids to find locations and represent points and simple figures. - Application

- I can locate a point on a grid when given a set of coordinates. (5.G.2.3)
- I can label a point on a grid with a set of coordinates. (5.G.2.3)
- I can define vertex / vertices. (5.G.2.3)

Measurement:

Time:

5.M.1.1. Students are able to determine elapsed time within an a.m. or p.m. period on the quarter-hour. - Comprehension

- I can find how much time has passed in 15 minute intervals. (5.M.1.1)

Money:

5.M.1.2. Students are able to solve problems involving money including making change. - Application

- I can make change. (5.M1.2)
- I can find the answer to a money problem. (5.M.1.2)

US Customary:

5.M.1.3. Students are able to use and convert U.S. Customary units of length (inches, feet, yard), and weight (ounces, pounds). - Application

- I can change inches into feet. (5.M.1.3)
- I can change feet into inches. (5.M.1.3)
- I can change feet into yards. (5.M.1.3)
- I can change yards into feet. (5.M.1.3)
- I can change inches into yards. (5.M.1.3)
- I can change yards into inches. (5.M.1.3)
- I can change ounces into pounds. (5.M.1.3)
- I can change pounds into ounces. (5.M.1.3)
- I can choose the best unit to measure length. (5.M.1.3)
- I can choose the best unit to measure length. (5.M.1.3)

5.M.1.4. Students are able to use appropriate tools to measure length, weight, temperature, and area in problem solving. - Application

- I can measure length with a ruler. (5.M.1.4)
- I can solve word problems involving length. (5.M.1.4)
- I can measure weight with a scale. (5.M.1.4)
- I can solve word problems involving weight. (5.M.1.4)
- I can measure temperature with a thermometer. (5.M.1.4)
- I can solve word problems involving temperature. (5.M.1.4)
- I can say the formula for finding area of a rectangle. (5.M.1.4)
    - I can say the formula for finding area of a triangle.
- I can find the area of a rectangle. (5.M.1.4)
    - I can find the area of a triangle.
- I can solve word problems involving area. (5.M.1.4)

Number Sense:

5.N.1.1. Students are able to read, write, order, and compare numbers from .001 to 1,000,000,000. - Comprehension

- I can read numbers from .001 to 1,000,000,000. (5.N.1.1)
- I can write numbers from .001 to 1,000,000,000. (5.N.1.1)
- I can order numbers from .001 to 1,000,000,000. (5.N.1.1)
- I can compare numbers from .001 to 1,000,000,000. (5.N.1.1)

5.N.1.2. Students are able to find prime, composite, and factors of whole numbers from 1 to 50. - Comprehension

- I can define prime number. (5.N.1.2)
- I can list the prime numbers between 1 and 50. (5.N.1.2)
- I can define composite number. (5.N.1.2)
- I can list the composite numbers between 1 and 50. (5.N.1.2)
- I can define factor. (5.N.1.2)
- I can list the factors of a number between 1 and 50. (5.N.1.2)

5.N.1.3 Students are able to identify alternative representations of fractions and decimals involving tenths, fourths, halves, and hundredths. - Knowledge

- I can write decimals as fractions (tenths, fourths, halves, and hundredths). (5.N.1.3)
- I can write fractions as decimals (tenths, fourths, halves, and hundredths). (5.N.1.3)

5.N.1.4 Students are able to locate negative integers on a number line. - Comprehension

- I can find a negative number on a number line. (5.N.1.4)

5.N.1.5 Students are able to determine the squares of numbers 1 – 12. - Comprehension

- I can define square. (5.N.1.5)
- I can find the square of a number (1-12). (5.N.1.5)

5.N.2.1 Students are able to find the quotient of whole numbers using two-digit divisors. - Application

- I can divide a number by a two-digit number. (5.N.2.1)

5.N.2.2 Students are able to determine equivalent fractions including simplification (lowest terms of fractions). - Application

- I can define equivalent. (5.N.2.2)
- I can find equivalent fractions. (5.N.2.2)
- I can simplify a fraction into its simplest form. (5.N.2.2)

5.N.2.3 Students are able to multiply and divide decimals by natural numbers (1 – 9). - Application

- I can multiply a decimal by a whole number. (5.N.2.3)

- I can divide a decimal by a whole number. (5.N.2.3)

5.N.3.1 Students are able to use different estimation strategies to solve problems involving whole numbers, decimals, and fractions to the nearest whole number. - Application

- I can estimate to the nearest whole number to solve problems (problems including whole numbers / decimals / fractions). (5.N.3.1)

Statistics and Probability:

5.S.1.1. Students are able to gather, graph, and interpret data. - Application

- I can collect data to make a graph. (5.S.1.1)
- I can display collected data on a graph. (5.S.1.1)
- I can answer questions about a graph. (5.S.1.1)

5.S.1.2 Students are able to calculate and explain mean for a whole number data set. - Application

- I can explain how to find the mean of a set of whole numbers. (5.S.1.2)
- I can find the mean of a set of whole numbers. (5.S.1.2)

5.S.2.1 Students are able to classify probability of simple events as certain, likely, unlikely, or impossible. - Application

- I can tell whether the probability of an event is certain, likely, unlikely, or impossible. (5.S.2.1)

5.S.2.2 Students are able to use models to display possible outcomes. - Application

- I can make a diagram to show information. (5.S.2.2)
- I can make a table to show information. (5.S.2.2)
- I can make a list to show information. (5.S.2.2)
- I can predict the possible outcomes from my diagram, table, or list. (5.S.2.2)