



## FISD 5th Grade Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can solve problems involving addition and subtraction situations.
Extension		6.3(D) 6.4(G)	I can: <ul style="list-style-type: none"> <li>use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding</li> </ul>
3.0 ☆	2NW	5.3(K)	I can: <ul style="list-style-type: none"> <li>solve multi-step problems involving addition, subtraction, or a combination of the two with positive rational numbers</li> </ul>
2.5		5.3(K)	I can: <ul style="list-style-type: none"> <li>solve one-step problems involving addition or subtraction of positive rational numbers</li> </ul>
2.0		5.3(H)	I can: <ul style="list-style-type: none"> <li>represent and solve addition and subtraction of fractions with unequal denominators using objects and pictorial models</li> </ul>
1.5	1NW	5.3(K)	I can: <ul style="list-style-type: none"> <li>solve addition and subtraction of whole numbers and decimals through the thousandths using standard algorithm</li> </ul>
1.0		5.3(A)	I can: <ul style="list-style-type: none"> <li>estimate to determine solutions to mathematical and real-world problems involving sums and differences of whole numbers and decimals</li> </ul>
0.5		4.3(E) 4.4(A)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> <li>represent and solve one step addition and subtraction of fractions with equal denominators (including mixed numbers and improper fractions) using:               <ul style="list-style-type: none"> <li>objects</li> <li>pictorial models</li> <li>number lines</li> </ul> </li> <li>add and subtract whole numbers and decimals to the hundredths place using standard algorithm</li> </ul>



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Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can solve problems involving multiplication and division situations.
Extension		6.3(E)	I can: <ul style="list-style-type: none"> <li>● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding</li> </ul>
3.0 ☆	3NW	5.3(I) 5.3(L)	I can: <ul style="list-style-type: none"> <li>● solve problems involving:               <ul style="list-style-type: none"> <li>○ multiplication of fractions and whole numbers</li> <li>○ division of unit fractions by whole numbers</li> <li>○ division of whole numbers by unit fractions</li> </ul> </li> </ul>
2.5		5.3(I) 5.3(J)	I can: <ul style="list-style-type: none"> <li>● represent multiplication of a whole number and a fraction using objects, pictorial models, and area models</li> <li>● represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction using objects, pictorial models, and area models</li> </ul>
2.0	2NW	5.3(E) 5.3(G)	I can: <ul style="list-style-type: none"> <li>● solve for products of decimals to the hundredths, including situations involving money</li> <li>● solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms</li> </ul>
1.5		5.3(D) 5.3(F)	I can: <ul style="list-style-type: none"> <li>● represent multiplication of decimals with products to the hundredths using objects, pictorial models, and area models</li> <li>● represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors using objects, pictorial models, and area models</li> </ul>
1.0	1NW	5.3(B) 5.3(C) 5.3(A)	I can: <ul style="list-style-type: none"> <li>● multiply with fluency a three-digit whole number by a two-digit whole number using the standard algorithm</li> <li>● solve for quotients of up to a four-digit whole number dividend by a two-digit whole number divisor using strategies and the standard algorithm</li> <li>● estimate to determine solutions to mathematical and real-world problems involving products and quotients</li> </ul>
0.5		4.4(H)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> <li>● solve one and two-step problems involving multiplication and division, including interpreting remainders</li> </ul>



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Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can apply mathematical process standards to develop concepts of expressions and equations.
Extension		6.7(A) 6.7(B)	I can: <ul style="list-style-type: none"> <li>● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding</li> </ul>
3.0 ☆	4NW	5.4(C)	I can: <ul style="list-style-type: none"> <li>● generate a numerical pattern when given a rule and graph</li> </ul>
2.5	3NW	5.4(B)	I can: <ul style="list-style-type: none"> <li>● solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity</li> </ul>
2.0	2NW	5.4(B) 5.4(F)	I can: <ul style="list-style-type: none"> <li>● represent multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity</li> <li>● match the numerical expression to word problems including up to two levels of grouping</li> </ul>
1.5		5.4(F)	I can: <ul style="list-style-type: none"> <li>● simplify numerical expressions including up to two levels of grouping (not involving exponents)</li> </ul>
1.0		5.4(E) 5.4(F)	I can: <ul style="list-style-type: none"> <li>● describe the meaning of parentheses and brackets in a numeric expression</li> <li>● simplify numerical expressions including only one level of grouping (not involving exponents)</li> </ul>
0.5		4.5(A) 4.5(B)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> <li>● represent multi-step problems involving the four operations with whole numbers using               <ul style="list-style-type: none"> <li>○ strip diagrams with a letter standing for the unknown</li> <li>○ equations with a letter standing for the unknown</li> </ul> </li> <li>● represent problems using an input-output table</li> </ul>



## FISD 5th Grade Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can classify two-dimensional figures and solve problems related to perimeter, area, and volume.
Extension			I can: <ul style="list-style-type: none"> <li>● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding</li> </ul>
3.0 ☆	3NW	5.4(H) 5.7(A) 5.5(A)	I can: <ul style="list-style-type: none"> <li>● solve problems with perimeter, area, and volume including conversions using either whole numbers, decimals or fractions</li> <li>● classify two dimensional shapes in a hierarchy of sets and subsets using graphic organizers</li> </ul>
2.5		5.4(H)	I can: <ul style="list-style-type: none"> <li>● solve problems with perimeter, area, and volume using either whole numbers, decimals, or fractions</li> </ul>
2.0		5.4(H) 5.6(B)	I can: <ul style="list-style-type: none"> <li>● determine volume of a rectangular prism or cube using whole numbers when not given a model</li> </ul>
1.5		5.4(H) 5.4(G) 5.6(A) 5.6(B)	I can: <ul style="list-style-type: none"> <li>● solve problems involving area of composite figures</li> <li>● use unit cubes to fill a rectangular prism or cube to determine volume</li> <li>● determine the volume of a rectangular prism or cube when given a model</li> </ul>
1.0		5.4(H)	I can: <ul style="list-style-type: none"> <li>● represent problems related to perimeter and/or area with equations</li> <li>● solve problems involving perimeter of composite figures and perimeter of polygons</li> <li>● use a ruler to determine side lengths to the nearest inch or centimeter</li> </ul>
0.5		4.5(D) 4.6(D)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> <li>● solve problems related to perimeter and area of rectangles where dimensions are whole numbers</li> <li>● classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size</li> </ul>



## FISD 5th Grade Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can solve problems by collecting, organizing, displaying, and interpreting data.
Extension		6.11(A) 6.12(A) 6.12(C) 6.12(D) 6.13(A)	I can: <ul style="list-style-type: none"> <li>● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding</li> </ul>
3.0 ☆	4NW	5.9(C)	I can: <ul style="list-style-type: none"> <li>● solve two-step problems involving decimal and fractional data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot</li> </ul>
2.5		5.9(C)	I can: <ul style="list-style-type: none"> <li>● solve one-step problems involving decimals and fractional data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot</li> </ul>
2.0		5.9(C)	I can: <ul style="list-style-type: none"> <li>● solve one-step problems involving whole numbers from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot</li> </ul>
1.5		5.9(A) 5.9(B)	I can: <ul style="list-style-type: none"> <li>● represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots</li> <li>● represent discrete paired data on a scatterplot</li> </ul>
1.0	3NW	5.8(C)	I can: <ul style="list-style-type: none"> <li>● graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table</li> </ul>
0.5		4.9(B)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> <li>● represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions</li> <li>● solve one-step problems using data in a frequency table, dot plot, or stem-and-leaf plot</li> </ul>