

MATHEMATICS/Grade 5

Curriculum Guide

To support strong classroom instruction, the TDOE has created instructional focus documents for mathematics. These documents were developed to target the mathematics standards where statewide data indicated students struggled the most and are optional supplements for educators to consider. The purpose of these documents is to provide teachers with examples of learning across all performance levels to help educators determine the depth of a student's conceptual understanding of the Tennessee mathematics standards. You may access these documents using this link: [Math Standards Crosswalk](#)

Best for All Central is designed to be a one-stop shop for academic needs. <https://bestforall.tnedu.gov/academic-standards/math>

1 st Quarter				
Standard(s)	Learning Objective(s) Essential Understanding	Savvas Alignment	Assessments	Pacing
TOPIC 1 – Understand Place Value				
5.NBT.A.2	- Use patterns and the properties of multiplication to calculate a product when multiplying by a power of 10. - Use whole-number exponents to write powers of 10.	1-1 Patterns with Exponents and Powers of 10 Pgs. 5-8	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
5.NBT.A.1	Read and write whole numbers using standard form, expanded form, and number names. Read and write whole numbers in different ways using numerals, symbols and words.	1-2: Understand Whole-Number Place Value Pgs.9-12		1 Day
5.NBT.A.1	Represent decimals to thousandths as fractions and fractions with denominators of 1,000 as decimals.	1-3: Decimals to Thousandths Pgs.13-16		1 Day

5.NBT.A.3	Read and write numbers with decimals through thousandths using standard form, expanded form, and number names; identify equivalent decimals.	1-4: Understand Decimal Place Value Pgs.17-20		1 Day
5.NBT.A.3	Use place value to compare decimals through thousandths. Use comparative language (is greater than, is less than, $>$, $<$) to compare decimals.	1-5: Compare Decimals Pgs.21-24		1 Day
5.NBT.A.4	Use place value to round decimals to different places. Write multi-digit numbers to show the result of rounding to given digits.	1-6: Round Decimals Pgs.25-28		1 Day
5.NBT.A.3	Use the structure of the decimal place-value system to solve problems involving patterns. Read decimals in number charts to solve problems.	1-7: Problem Solving: Look For and Use Structure Pgs.29-32		1 Day
5.NBT.A.1 5.NBT.A.3		Topic 1: 3-Act Math: Buzz In Pg. 4	3-Act Math Recording Sheet	1 Day
5.NBT.A.1 5.NBT.A.2 5.NBT.A.3		Topic 1: End of Topic Pgs. 33-38	- Fluency - Vocabulary Review - Reteaching - Assessment Practice	1 Day
5.NBT.A.1 5.NBT.A.2 5.NBT.A.3		Topic Assessment Masters	Topic 1 Assessment and Performance Task	1 Day
TOPIC 2 – Use Models and Strategies to Add and Subtract Decimals				
5.NBT.B.7	Use properties of addition and strategies to solve problems mentally.	2-1: Mental Math Pgs. 45-48	Daily Review	1 Day

	Restate problems to help add them mentally.		• Today's Challenge • Online Quick Checks • Online Math Games • Standards Practice Workbook Pages	
5.NBT.B.7	• Use rounding or compatible numbers to estimate sums and differences. • Write sums and differences as estimated answers to addition and subtraction problems involving decimals.	2-2: Estimate Sums and Differences of Decimals Pgs.49-52		1 Day
5.NBT.B.7	• Model sums and differences of decimals. • Explain how to use place-value blocks to model sums and differences of decimals.	2-3: Use Models to Add and Subtract Decimals Pgs.53-56		1-2 Days
5.NBT.B.7	• Add decimals to hundredths using partial sums.	2-4: Use Strategies to Add Decimals Pgs.57-60		1 Day
5.NBT.B.7	• Subtract decimals to hundredths using familiar strategies, such as partial differences.	2-5: Use Strategies to Subtract Decimals Pgs.61-64		1 Day
5.NBT.B.7	• Use prior math knowledge and equations or bar diagrams to solve problems. • Read word problems and represent them with bar diagrams and equations.	2-6: Problem Solving: Model with Math Pgs.65-68		1 Day
5.NBT.B.7		Topic 2: End of Topic Pgs. 69-74	• Fluency • Vocabulary Review • Reteaching • Assessment Practice	1 Day
5.NBT.B.7		Topic Assessment Masters	Topic 2 Assessment and Performance Task	1 Day
TOPIC 3 – Fluently Multiply Multi-Digit Whole Numbers				
5.NBT.A.2	• Use place-value understandings and patterns to mentally multiply whole numbers and powers of 10. Identify the place value of given numbers to mentally multiply whole numbers and powers of 10.	3-1: Multiply Greater Numbers by Powers of 10 Pgs.81-84	• Daily Review • Today's Challenge • Online Quick Checks	1 Day
5.NBT.B.5	• Use rounding and compatible numbers to estimate products. State estimates for	3-2: Estimate Products Pgs.85-88		1 Day

	products and describe the using the words underestimate and over estimate.		- Online Math Games - Standards Practice Workbook Pages	
5.NBT.B.5	Use place value and the standard algorithm to multiply multi-digit numbers by 1-digit numbers. Listen to and follow the steps used in the standard algorithm and other strategies to multiply by 1-digit numbers.	3-3 Multiply by 1-Digit Numbers Pgs.89-92		1 Day
5.NBT.B.5	Use the expanded and the standard algorithm to multiply 2-digit by 2-digit numbers. Estimate to check if products are reasonable. Listen to and follow the steps used in the standard algorithm and other strategies to multiply 2-digit by 2-digit numbers.	3-4 Multiply 2-Digit by 2-Digit Numbers Pgs.93-96		1 Day
5.NBT.B.5	Multiply 3-digit by 2-digit numbers by adding partial products or by using the standard algorithm. Listen to and follow the steps used in the standard algorithm and other strategies to multiply 3-digit by 2-digit numbers.	3-5: Multiply 3-Digit by 2-Digit Numbers Pgs.97-100		1 Day
5.NBT.B.5	Use knowledge about place value and multiplying with 2-digit and 3-digit numbers to multiply whole numbers with zeros. Listen to and follow the steps used in the standard algorithm and other strategies to multiply numbers with zeros.	3-6: Multiply Whole Numbers with Zeros Pgs.101-104		1 Day
5.NBT.B.5	Use properties and the standard algorithm for multiplication to find the product of multi-digit numbers. Show the correct place values to record products of multi-digit factors.	3-7: Practice Multiplying Multi-Digit Numbers Pgs.105-108		1 Day
5.NBT.B.5	Use models and strategies to solve word problems. Read and interpret word problems, then draw models and write equations to solve them.	3-8: Solve Word Problems Pgs.109-112		1 Day
5.NBT.B.5	Critique the reasoning of others by asking questions, looking for flaws, and using prior knowledge of estimating products. Ask and answer questions to tell whether given conclusions make sense.	3-9: Problem Solving: Critique Reasoning Pgs.113-116		1 Day
5.NBT.B.5		Topic 3: 3-Act Math: Morning Commute Pg.80	3-Act Math Recording Sheet	1 Day

5.NBT.B.5	• Multiply three-digit numbers by three- and four-digit numbers. • Listen to and follow the steps used in the standard algorithm and other strategies to multiply three-digit numbers by three- and four-digit numbers.	TN-1: Multiply Three-Digit Numbers by Three- and Four-Digit Numbers Pg.T1A Topic 3: End of Topic Pgs.117-122	• Fluency • Vocabulary Review • Reteaching • Assessment Practice	1 Day
5.NBT.B.5		Topic Assessment Masters	Topic 3 Assessment and Performance Task	1 Day
TOPIC 4 – Use Models and Strategies to Multiply Decimals				
5. NBT.A.2 5.NBT.B.7	• Use knowledge about place value and patterns to find the product of a decimal number and a power of 10. Identify and listen to patterns to multiply by powers of 10. Write to show the pattern.	4-1: Multiply Decimals by Powers of 10 Pgs. 129-132	• Daily Review • Today's Challenge • Online Quick Checks • Online Math Games • Standards Practice Workbook Pages	1 Day
5.NBT.B.7	• Use rounding and compatible numbers to estimate the product of a decimal and a whole number. Write products as estimated answers to multiplication problems involving decimals.	4-2: Estimate the Product of a Decimal and a Whole Number Pgs. 133-136		1 Day
5.NBT.B.7	• Use Models to Multiply a Decimal and a Whole Number. Explain how to use place-value blocks to model multiplying a decimal and a whole number.	4-3: Use Models to Multiply a Decimal and a Whole Number Pg. 137-140		1 Day
5.NBT.B.7	• Use place value understanding and an algorithm for multiplying whole numbers to multiply a decimal and a whole number. Follow steps to use place value and an algorithm to multiply a decimal and a whole number.	4-4: Multiply a Decimal by a Whole Number Pgs.141-144		1 Day
5.NBT.B.7	• Use grids to model decimals and find the product of a decimal and a decimal. Shade grids to model and solve given problems involving multiplying a decimal and a decimal.	4-5: Use Models to Multiply a Decimal and a Decimal Pgs. 145-148		1 Day
5.NBT.B.7	• Multiply decimals using partial products and models. List partial products to multiply decimals.	4-6: Multiply Decimals Using Partial Products Pgs. 149-152		1 Day

5.NBT.B.7	Use properties to multiply decimals. Restate problems to multiply decimals.	4-7: Use Properties to Multiply Decimals Pgs. 153-156		1 Day	
5.NBT.B.7	Use number sense and reasoning to place the decimal point in a product. Read given equations and explain where a decimal point should be placed in a product.	4-8: Use Number Sense to Multiply Decimals Pgs. 157-160		1 Day	
5.NBT.B.7	Use previously learned concepts and skills to represent and solve problems. Ask and answer questions to interpret, represent, and solve word problems.	4-9: Problem Solving: Model with Math Pgs. 161-164		1 Day	
5.NBT.B.7		Topic 4: End of Topic Pgs. 165-174	- Fluency - Vocabulary Review - Reteaching - Assessment Practice	1 Day	Topic Assessment Performance
5.NBT.B.7		Topic Assessment Masters	Topic 4 Assessment and Performance Task	1 Day	
TOPIC 5 – Use Models and Strategies to Divide Whole Numbers					
5.NBT.B.6	Use place-value patterns and mental math to find quotients. Identify and listen to patterns to find quotients.	5-1: Use Patterns and Mental Math to Divide Pgs. 181-184	- Daily Review - Today's Challenge	1 Day	
5.NBT.B.6	Use compatible numbers and place-value patterns to estimate quotients. Write quotients as estimates for division problems.	5-2: Estimate Quotients with 2-Digit Divisors Pgs. 185-188	- Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day	

2nd Quarter				
Standard(s)	Learning Objective(s)	Savvas Alignment	Assessments	Timeframe
TOPIC 5 (Cont.) - Use Models and Strategies to Divide Whole Numbers				
5.NBT.B.6	Use models to find quotients. Objective Explain how to use models to find quotients.	5-3: Use Models and Properties to Divide with 2-Digit Divisors Pgs. 189-192	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
5.NBT.B.6	Solve division problems using partial quotients. List partial products to divide whole numbers.	5-4: Use Partial Quotients to Divide Pgs. 193-196		1 Day
5.NBT.B.6	Use place value and sharing to divide by 2-digit divisors. Record division with 2-digit divisors using place value.	5-5: Use Sharing to Divide: 2-Digit Divisors Pgs.197-200		1 Day
5.NBT.B.6	Use place value and sharing to divide greater dividends. Record division with greater dividends using place value.	5-6: Use Sharing to Divide: Greater Dividends Pgs.201-204		1 Day
5.NBT.B.6	Select from different strategies to divide 3- and 4-digit numbers by 2-digit numbers. Discuss choices for appropriate strategies to divide.	5-7: Choose a Strategy to Divide Pgs. 205-208		1 Day
5.NBT.B.6	Make sense of word problems by identifying what is known and the steps that can be taken to solve them. Make sense of word problems by identifying what is known and the steps that can be taken to solve them.	5-8: Problem Solving: Make Sense and Persevere Pgs. 209-212		1 Day
5.NBT.B.6		Topic 5: 3-Act Math: Morning Commute Topic 5: End of Topic Pgs. 213-222	3-Act Math Recording Sheet - Fluency - Vocabulary Review - Reteaching - Assessment Practice	1 Day
5.NBT.B.6		Topic Assessment Masters	Topic 5 Assessment and Performance Task	1 Day

TOPIC 6 – Use Models and Strategies to Divide Decimals

5.NBT.A.2	Use mental math and place-value patterns to divide a decimal by a power of 10. Identify and listen to patterns to divide by powers of 10. Write to show the pattern.	6-1: Patterns for Dividing with Decimals Pgs. 229-230	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
5.NBT.B.7	Use reasoning and strategies such as rounding and compatible numbers to estimate quotients in problems with decimals. Write quotients as estimates for division problems with decimals.	6-2: Estimate Decimal Quotients Pgs. 233-236		1 Day
5.NBT.B.7	Use models to help find quotients in problems involving decimals. Explain how to use models to find quotients.	6-3: Use Models to Divide by a 1-Digit Whole Number Pgs. 237-240		1 Day
5.NBT.B.7	Use models to visualize the relationship between division and multiplication to divide decimals by 2-digit whole numbers. Write missing numbers and label models to show how to divide decimals by 2-digit numbers.	6-4: Divide by a 2-Digit Whole Number Pgs. 241-244		1 Day
5.NBT.B.7	Use models to divide a decimal by a decimal. Explain how previous work can be applied to divide a decimal by a decimal..	6-5: Divide by a Decimal Pgs. 245-248		1 Day
5.NBT.B.7	Use reasoning to solve problems by making sense of quantities and relationships in the situation. Read a word problem, identify what the quantities mean, and explain ways to solve the problem.	6-6: Problem Solving: Reasoning Pgs. 249-252		1 Day
5.NBT.B.7	Use estimation to determine if the quotient of a division problem involving decimals is reasonable.	Topic 6: End of Topic Pgs. 253-262 TN-3: Use Estimation to Assess the Reasonableness of Answers Pg. T17A	- Fluency - Vocabulary Review - Reteaching - Assessment Practice	2 Days
5.NBT.B.7		Topic Assessment Masters	Topic 6 Assessment and Performance Task	1 Day

TOPIC 7 – Use Equivalent Fractions to Add and Subtract Fractions

5.NF.A.2	Estimate sums and differences of fractions by using the nearest half or whole number. Complete a stem to tell the closest half or whole number when estimating sums and differences. Example: 11 12 is closest to	7-1: Estimate Sums and Differences of Fractions Pgs. 269-272	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
5.NF.A.1	Find common denominators for fractions with unlike denominators. Rename fractions with equivalent fractions when finding common denominators.	7-2: Find Common Denominators Pgs. 273-276		1 Day
5.NF.A.1	Add fractions with unlike denominators using equivalent fractions with a common denominator. Rename fractions with equivalent fractions to add.	7-3: Add Fractions with Unlike Denominators Pgs.277-280		1 Day
5.NF.A.1	Subtract fractions with unlike denominators. Rename fractions with equivalent fractions to subtract. Rename fractions with equivalent fractions to subtract.	7-4: Subtract Fractions with Unlike Denominators Pgs. 281-284		1 Day
5.NF.A.1	Write equivalent fractions to add and subtract fractions with unlike denominators. Rename fractions with equivalent fractions to add and subtract.	7-5: Add and Subtract Fractions Pgs, 285-288		1 Day
5.NF.A.1	Estimate sums and differences of fractions and mixed numbers. Write sums and differences as estimates when adding and subtracting fractions and mixed numbers.	7-6: Estimate Sums and Differences of Mixed Numbers Pgs. 289-292		1 Day
5.NF.A.1	Add mixed numbers using models. Read fractions on fractions strips to help add mixed numbers.	7-7: Use Models to Add Mixed Numbers Pgs. 293-296		1 Day
5.NF.A.1	Add mixed numbers using equivalent fractions and a common denominator. State estimates and compare answers to estimates when adding mixed numbers.	7-8: Add Mixed Numbers Pgs. 297-300		1 Day
5.NF.A.1	Use models to subtract mixed numbers. Read fractions on fractions strips to help subtract mixed number.	7-9: Use Models to Subtract Mixed Numbers Pgs. 301-304		1 Day
5.NF.A.1	Subtract mixed numbers using equivalent fractions and a common denominator.	7-10: Subtract Mixed Numbers Pgs. 305-308		1 Day

	State estimates and compare answers to estimates when subtracting mixed numbers.			
5.NF.A.1	Add and subtract mixed numbers using equivalent fractions and a common denominator.	7-11: Add and Subtract Mixed Numbers Pgs. 309-312		1 Day
5.NF.A.1	Represent a problem situation with a mathematical model. Read word problems and represent them with bar diagrams and equations.	7-12: Problem Solving: Model with Math Pgs.313-316		1 Day
5.NF.A.1		Topic 7 End of Topic Pgs. 317-326 Topic 7: 3-Act Math: The Gif Recipe	- Fluency - Vocabulary Review - Reteaching - Assessment Practice	2 Days
5.NF.A.1		Topic Assessment Masters	Topic 7 Assessment and Performance Task	1 Day
TOPIC 8 – Apply Understanding of Multiplication to Multiply Fractions				
5.NF.B.4a	Multiply a fraction by a whole number. Write missing numbers in addition and multiplication equations to find products.	8-1: Multiply a Fraction by a Whole Number Pgs. 333-336	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
5.NF.B.4a	Multiply a whole number by a fraction. Use and draw models to explain how to multiply a whole number by a fraction.	8-2: Multiply a Whole Number by a Fraction Pgs. 337-340		1 Day
5.NF.B.4a	Multiply fractions and whole numbers. Tell when to write products as mixed numbers when multiplying fractions and whole numbers.	8-3: Multiply Fractions and Whole Numbers Pgs. 341-344		1 Day
5.NF.B.4a	Use models to multiply two fractions. Explain how to multiply two fractions, using different models such as number lines and area models.	8-4: Use Models to Multiply Two Fractions Pgs. 345-348		1 Day
5.NF.B.4a	Multiply two fractions. Follow steps to multiply two fractions.	8-5: Multiply Two Fractions Pgs. 349-352		1 Day
5.NF.B.4b	Find the area of a rectangle using fractions and diagrams.	8-6: Area of a Rectangle Pgs. 353-356		1 Day

	Read side lengths in diagrams and word problems that are needed to find area.			
5.NF.B.6	Use models, equations, and previously learned strategies to multiply mixed numbers. Write to complete equations and multiply mixed numbers.	8-7: Multiply Mixed Numbers Pgs. 357-360		1 Day
5.NF.B.5a 5.NF.B.5b	Compare the size of the product to the size of one factor without multiplying to consider multiplication as scaling. Use comparative language (is greater than, is less than, is equal to, $>$, $<$, $=$, greatest, least) to compare products.	8-8: Multiplication as Scaling Pgs. 361-364		1 Day

3rd Quarter				
Standard(s)	Learning Objective(s)	Savvas Alignment	Assessments	Timeframe
TOPIC 8 (cont.) - Apply Understanding of Multiplication to Multiply Fractions				
5.NF.B.6	Use previously learned knowledge to make sense of problems and persevere in solving them. Explain the steps needed to solve word problems.	8-9: Problem Solving: Make Sense and Persevere Pgs. 365-368		1 Day
5.NF.B.4a 5.NF.B.4b 5.NF.B.5a 5.NF.B.5b 5.NF.B.6		Topic 8 End of Topic Pgs. 369-378	- Fluency - Vocabulary Review - Reteaching - Assessment Practice	1 Day
Cluster NF.B		Topic Assessment Masters	Topic 8 Assessment and Performance Task	1 Day
TOPIC 9 – Apply Understanding of Division to Divide Fractions				
5.NF.B.3	- Understand how fractions are related to division - that a fraction can be interpreted as division of the number by the denominator.	9-1 -Fractions and Division Pg. 385 – 388	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
5.NF.B.3	Implement division of fractions to show quotients as fractions and mixed numbers.	9-2 – Fractions and Mixed Numbers as Quotients Pg. 389-392		1 Day
5.NF.B.7b	- Use multiplication to divide a whole number by a unit fraction. - Models can be used to show how dividing a whole number by a fraction relates to multiplication.	9-3 – Use Multiplication to Divide Pg. 393-396		1 Day
5.NF.B.7b 5.NF.B.7c	- Use models, such as pictorial models or a number line, to show dividing a whole number by a unit fraction. - Visual fraction models can be used to represent and solve problems involving whole numbers divided by unit fractions.	9-4 Divide Whole Numbers by Unit Fractions Pg. 397 – 400		1 Day

5.NF.B.7b 5.NF.B.7c	- Use models to divide unit fractions by non-zero whole numbers. - Dividing a unit fraction by a non-zero whole number can be modeled by showing part of a whole divided into equal parts.	9-5 – Divide Unit Fractions by Non-Zero Whole Numbers Pg. 401 – 404		1 Day
5.NF.B.7a	- Use models to divide whole numbers and unit fractions. - Check your answer using multiplication. Area models and number lines can be used to represent and solve division problems involving whole numbers and unit fractions.	9-6 – Divide Whole Numbers and Unit Fractions Pg. 405 – 408		1 Day
5.NF.B.7c	- Solve multi-step problems involving division with unit fractions. - Some problems can be solved by first finding and solving one or more sub-problems, and then using the answer(s) to solve the original problem.	9-7 – Solve Problems Using Division Pg. 409 – 412		1 Day
5.NF.B.7c	- Notice repetition in calculations and generalize about how to divide whole numbers and unit fractions. - Good math thinkers look for things that repeat, and they make generalizations.	9-8 Problem Solving: Repeated Reasoning Pg. 413 – 416		1 Day
5.NF.B.3 5. NF. B.6	- Model with math to solve a problem that involves computing with whole numbers and relating work to fractions. - Many real-world problems can be represented with a mathematical model, but that model may not represent a real-world situation exactly.	Topic 9 3-Act Math – pg. 384	3-Act Math Recording Sheet	1 Day
Cluster 5.NF.B		Topic 9 End of Topic Pg. 417-420	- Fluency - Vocabulary Review - Reteaching - Assessment Practice	1 Day
Cluster 5.NF.B		Topic Assessment Masters	Topic 9 Assessment and Performance Task	1 Day

TOPIC 10 – Represent and Interpret Data

5.MD.B.2	- Read and analyze line plots - Line plots are one way to organize and represent numerical data collected in a survey	10-1 Analyze Line Plots Pg. 429 – 432	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
5.MD.B.2	- Organize and display data in a line plot. - Line plots are one way to organize and represent numerical data. You can use a line plot to see how data are distributed.	10-2 -Make Line Plots Pg. 433-436		1 Day
5.MD.B.2	- Solve problems using data in a line plot. - You can use line plots to solve problems that involve data.	10-3 – Solve Word Problems Using Measurement Data Pg. 437 – 440		1 Day
5.MD.B.2	- Critique the reasoning of others using understanding of line plots and fractions. - Good math thinkers use math to explain why they are right. They can talk about the math that others do, too.	10-4 – Problem Solving – Critique Reasoning Pg. 441-444		1 Day
Cluster 5.MD.B		Topic 10 End of Topic Pg. 445 – 448	- Fluency - Vocabulary Review - Reteaching - Assessment Practice	1 Day
Cluster 5.MD.B		Topic Assessment Masters	Topic 10 Assessment and Performance Task	1 Day

TOPIC 11 – Understand Volume Concepts

5.MD.C.3b 5.MD.C.4	- Find the volume of solid figures. - Volume can be measured by counting the number of cubic units needed to fill a three-dimensional figure.	11-1 – Model Volume Pg. 457 - 460	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games	1 Day
5.MD.C.5a 5.MD.C.5b	- Find the volume of rectangular prisms using a formula. - Formulas can be used to find the volume of rectangular prisms and cubes.	11-2 – Develop a Volume Formula Pg. 461 - 464		1 Day

5.MD.C.5c	- Find the volume of a solid figure that is the combination of two or more rectangular prisms. - The volume of a solid figure composed of rectangular prisms can be found by adding the volumes of rectangular prisms.	11-3 – Combine Volumes of Prisms Pg. 465 - 468	Standards Practice Workbook Pages	1 Day
5.MD.C.5c	- Use models, prior knowledge of volume and previously learned strategies to solve word problems involving volume. - Some problems can be solved by first finding and solving one more sub-problems, and then using the answer(s) to solve the original problem.	11-4 – Solve Word Problems Using Volume Pg. 469 - 472		1 Day
5.MD.C.4	- Use previously learned knowledge about volume to choose the appropriate tools to solve volume problems. - Good math thinkers know how to pick the right tools to solve math problems.	11-5 – Problem Solving – Use Appropriate Tools Pg. 473 - 476		1 Day
5.MD.C.5a	- Model with math to solve a problem that involves computing with whole numbers and relating work to fractions. - Many real-world problems can be represented with a mathematical model, but that model may not represent a real-world situation exactly.	Topic 11 3-Act Math Pg. 456	3-Act Math Recording Sheet	1 Day
Cluster 5.MD.B		Topic 11 End of Topic Pg. 477 - 480	- Fluency - Vocabulary Review - Reteaching - Assessment Practice	1 Day
Cluster 5.MD.B		Topic Assessment Masters	Topic 11 Assessment and Performance Task	1 Day
TOPIC 12 – Convert Measurement				
5.MD.A.1	- Convert customary units of length - Multiplication and division are used to convert among different units of length.	12 –1 – Convert Customary Units of Length Pg. 489 - 492	Daily Review	1 Day

5.MD.A.1	- Convert customary units of capacity. - Multiplication and division are used to convert among different units of capacity.	12 –2 - Convert Customary Units of Capacity Pg. 493 - 496	- Today’s Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
5.MD.A.1	- Convert customary units of weight. - Multiplication and division are used to convert among different units of weight.	12-3 - Convert Customary Unit of Weight Pg. 497 - 500		1 Day
5.MD.A.1	- Convert metric units of length. - Multiplication and division are used to convert among different metric units of capac.	12–4 – Convert Metric Units of Length Pg. 501-504		1 Day
5.MD.A.1	- Convert metric units of capacity. - Multiplication and division are used to convert among different metric units of capacity.	12-5 – Convert Metric Units of Capacity Pg. 505 - 508		1 Day
5.MD.A.1	- Convert metric units of mass. - Multiplication and division are used to convert among different units of mass.	12–6 – Convert Metric Units of Mass Pg. 509 - 512		1 Day
5.MD.A.1	- Convert metric units of time. - Multiplication and division are used to convert among different units of time.	12–7 – Convert Units of Time Pg. 513 - 516		1 Day
5.MD.A.1	- Solve real world problems with measurement conversions. - Some problems can be solved by first finding and solving one or more sub-problems, and then using the answer(s) to solve the original problem.	12–8 – Solve Word Problems Using Measurement Conversions Pg. 517 - 520		1 Day
5.MD.A.1	- Be precise when solving measurement problems. - Good math thinkers are careful about what they write and say, so their ideas about math are clear.	12–9 – Problem Solving – Precision Pg. 521 - 524		1 Day
Cluster 5.MD.A		Topic 12 End of Topic Pg. 525 - 528	- Fluency - Vocabulary Review - Reteaching - Assessment Practice	1 Day

Cluster 5.MD.A		Topic Assessment Masters	Topic 12 Assessment and Performance Task	1 Day
TOPIC 13 – Write and Interpret Numerical Expressions				
5.OA.A.1	- Use the order of operations to evaluate expressions. - There is an agreed-upon order in which operations are carried out in a numerical expression	13-1 – Evaluate Expressions Pg. 537 - 540	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
5.OA.A.2	- Write simple expressions that show calculations with numbers. - Numerical expressions can represent the calculations needed to solve a problem	13-2 Write Numerical Expressions Pg. 541 - 544		1 Day
5.OA.A.2	- Interpret numerical expressions without evaluating them. - Numerical expressions show relationships among the quantities involved, which you can interpret without evaluating the expressions.	13-3 – Interpret Numerical Expressions Pg. 545 - 548		1 Day
5.OA.A.1	- Use reasoning to solve problems by making sense of quantities and relationships in the situation. - Good math thinkers know how to think about words and numbers to solve problems.	13-4 – Problem Solving – Reasoning Pg. 549 - 552		1 Day
5.OA.A.2 5.MD.A.1	- Model with math to solve a problem that involves computing with whole numbers and relating work to fractions. - Many real-world problems can be represented with a mathematical model, but that model may not represent a real-world situation exactly.	Topic 13 3-Act Math – pg. 536	3-Act Math Recording Sheet	1 Day
Cluster 5.OA.A		Topic 13 End of Topic Pg. 553-555	- Fluency - Vocabulary Review - Reteaching - Assessment Practice	1 Day
Cluster 5.OA.A		Topic Assessment Masters	Topic 13 Assessment and Performance Task	1 Day

4 th Quarter				
Standard(s)	Learning Objective(s) Essential Understanding	Savvas Alignment	Assessments	Timeframe
TOPIC 14 – Graph Points on a Coordinate Plane				
5.GA.1	- Locate points on a coordinate grid - The coordinate system uses two perpendicular number lines intersecting at 0 to name the location of points on a plane.	14-1 – The Coordinate System Pg. 565-568	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
5.GA.2	- Graph points on a coordinate grid. - A coordinate grid has an x-axis and a y-axis that can be used to locate points in two dimensions.	14-2 – Graph Data Using Ordered Pairs Pg. 569 - 572		1 Day
5.GA.2	- Solve real-world problems by graphing points. - Points that lie on a line can be connected and extended to solve problems.	14-3 – Solve Problems Using Ordered Pairs Pg. 573 - 576		1 Day
5.GA1 5.GA.2	- Use reasoning to solve problems by making sense of quantities and relationships in the situation. - Good math thinkers know how to think about words and numbers to solve problems.	14-4 – Problem Solving: Reasoning Pg. 577-580		1 Day
Cluster 5.G.A		Topic 14 End of Topic Pg. 581-588	- Fluency - Vocabulary Review - Reteaching - Assessment Practice	1 Day
Cluster 5.G.A		Topic Assessment Masters	Topic 14 Assessment and Performance Task	1 Day
TOPIC 15 – Algebra: Analyze Patterns and Relationships				
5.OA.B.3a	- Analyze Numerical Patterns - Two patterns can be extended using the same rule, and there will be a relationship between the patterns	15-1 – Numerical Patters Pg. 593 - 596	- Daily Review - Today's Challenge	1 Day

5.OA.B.3a	• Use tables to identify relationships between patterns. • Two patterns can be extended using rules, and there will be a relationship between the patterns	15-2 – More Numerical Patterns Pg. 597 - 600	• Online Quick Checks • Online Math Games • Standards Practice Workbook Pages	1 Day
5.OA.B.3a 5.OA.B.3b	• Analyze patterns, and graph ordered pairs generated from number sequences • A graph can show the relationship between two number sequences.	15-3 – Analyze and Graph Relationships Pg. 601-604		1 Day
5.OA.B.3a 5.OA.B.3b	• Make sense of problems and persevere in solving them. • Good math thinkers make sense of problems and think of ways to solve them. If they get stuck they don't give up.	15-4 – Problem Solving – Make Sense and Persevere Pg. 605 - 608		1 Day
5.OA.B.3a	• Model with math to solve a problem that involves computing with whole numbers and relating work to fractions. • Many real-world problems can be represented with a mathematical model, but that model may not represent a real-world situation exactly.	Topic 15 3-Act Math – pg. 592	3-Act Math Recording Sheet	1 Day
Cluster 5.OA.B		Topic 15 End of Topic Pg. 609-616	• Fluency • Vocabulary Review • Reteaching • Assessment Practice	1 Day
Cluster 5.OA.B		Topic Assessment Masters	Topic 15 Assessment and Performance Task	1 Day
TOPIC 16 – Geometric Measurement: Classify Two Dimensional Figures				
5.G.B.3	• Classify triangles by their angles and sides • Triangles are classified by their sides and their angles	16-1 – Classify Triangles Pg. 621-624	• Daily Review • Today's Challenge • Online Quick Checks	1 Day
5.G.B.3	• Classify quadrilaterals by their properties • Quadrilaterals are classified by their sides and by their angles.	16-2 – Classify Quadrilaterals Pg. 625-628		1 Day

5.G.B.3	- Classify quadrilaterals using a hierarchy - Quadrilaterals are classified by their sides and by their angles	16-3 – Continue to Classify Quadrilaterals Pg. 629-632	- Online Math Games - Standards Practice Workbook Pages	1 Day
5.G.B.3	- Construct arguments about geometric figures. - Good math thinkers use math to explain why they are right. They can talk about the math that others do, too.	16-4 – Problem Solving – Construct Arguments Pg. 633-636		1 Day
Cluster 5.G.B		Topic 16 End of Topic Pg. 637-644	- Fluency - Vocabulary Review - Reteaching - Assessment Practice	1 Day
Cluster 5.G.B		Topic Assessment Masters	Topic 16 Assessment and Performance Task	1 Day
Project Based Learning				
5.NBT.A.3 5.NBT.A.3	Students will show understanding by engaging in high-interest contexts. Projects will offer student choice to show and support mathematical modeling.	Topic 1 – Pick a Project Pg.3 Teacher’s Resource Masters	Project Specific Final Product	1-3 Days
5.NBT.B.7		Topic 2 – Pick a Project Pg. 43-44 Teacher’s Resource Masters	Project Specific Final Product	1-3 Days
5.NBT.B.7		Topic 3 – Pick a Project Pg.79 Teacher’s Resource Masters	Project Specific Final Product	1-3 Days
5.NBT.A.2 5.NBT.B.7		Topic 4 – Pick a Project Pg.127-128 Teacher’s Resource Masters	Project Specific Final Product	1-3 Days
5.NBT.B.6		Topic 5 – Pick a Project Pg.179 Teacher’s Resource Masters	Project Specific Final Product	1-3 Days
5.NBT.B.7 5.NBT.A.1		Topic 6 – Pick a Project Pg.227-228 Teacher’s Resource Masters	Project Specific Final Product	1-3 Days
5.NF.A.1 5.NF.A.2		Topic 7 – Pick a Project Pg.267 Teacher’s Resource Masters	Project Specific Final Product	1-3 Days

5.NF.B.4 5.NF.B.6		Topic 8 – Pick a Project Pg.331-332 Teacher’s Resource Masters	Project Specific Final Product	1-3 Days
5.NF.B.7		Topic 9 – Pick a Project Pg.383 Teacher’s Resource Masters	Project Specific Final Product	1-3 Days
5.MD.B.2 5.NF.A.2		Topic 10 – Pick a Project Pg.427 Teacher’s Resource Masters	Project Specific Final Product	1-3 Days
5.MD.C.3 5.MD.C.5		Topic 11 – Pick a Project Pg.455 Teacher’s Resource Masters	Project Specific Final Product	1-3 Days
5.MD.A.1 5.NBT.B.5 5.NBT.B.6		Topic 12– Pick a Project Pg.487-488 Teacher’s Resource Masters	Project Specific Final Product	1-3 Days
5.OA.A.1 5.OA.A.2		Topic 13 – Pick a Project Pg.535 Teacher’s Resource Masters	Project Specific Final Product	1-3 Days
5.G.A.1 5.G.A.2		Topic 14 – Pick a Project Pg.563-564 Teacher’s Resource Masters	Project Specific Final Product	1-3 Days
5.OA.B.3		Topic 15 – Pick a Project Pg.591 Teacher’s Resource Masters	Project Specific Final Product	1-3 Days
5.G.B.3		Topic 16 – Pick a Project Pg.619-620 Teacher’s Resource Masters	Project Specific Final Product	1-3 Days
Step-Up Lessons				
	- Students will use models to divide with fractions and use equations to divide with fractions. - Visual models, such as number lines and area models, and equations can be used to represent and solve problems that involve division of fractions. Dividing a whole number by a fraction is equivalent to multiplying the whole number by the reciprocal of the fraction	17-1 – Understand Division of Fractions. Online Lesson	- Class Discussion - Visual Learning - Practice and Problem Solving	1 Day

	- Students will be able to identify opposites of integers, compare and order integers, and use integers to represent real-world quantities and explain the meaning. - Integers are the counting numbers, their opposites, and 0. Integers can be compared, ordered, and used to describe real-world contexts.	17-2 – Understand Integers Online Lesson		1 Day
	- Students will be able to identify and graph points with rational coordinates on the coordinate plane and reflect points with rational coordinates across both axes. - A coordinate plane is formed by a horizontal number line, the x-axis, and a vertical number line, the y-axis, that intersect at a point called the origin. An ordered pair (x, y) locates a point on the coordinate plane.	17-3 – Rational Numbers on the Coordinate Plane Online Lesson		1 Day
	- Students will be able to write expressions using whole-number exponents to represent real world problems. - A whole-number exponent can be used to represent repeated multiplication of a number	17-4 – Understand and Represent Equations and Solutions Online Lesson		1 Day
	- Students will be able to identify equations and variables - A solution of an equation is a value for the variable that makes the equation true. An equation is true when the expressions or numbers on both sides of the equal sign have the same value.	17-5 – Understand Equations and Solutions Online Lesson		1 Day
	- Students will be able to use ratios to describe the relationship between two quantities. - Ratios can be used to describe the relationship between two quantities where	17-6 – Understand Ratios Online Lesson		1 Day

	for every x units of one quantity, there are y units of another quantity.			
	- Students will be able to use ratios to describe the relationship between two quantities. - A rate is a ratio that compares two quantities with unlike units of measure. A unit rate is a special rate that compares a quantity to one unit of another quantity.	17-7 – Understand Rates and Unit Rates Online Lesson		1 Day
	- Students will be able to represent the percent of a whole. - A percent is a rate in which the first term is compared to 100. The percent is the number of hundredths that represent the part of the whole.	17-8 – Understand Percent Online Lesson		1 Day
	- Students will be able to write equivalent values as fractions, decimals, and percents. - Fractions, decimals, and percents are three ways to show parts of a whole.	17-9 – Relate Fractions, Decimals, and Percents Online Lesson		1 Day
	- Students will be able to use a formula to find the areas of parallelograms and rhombuses - The formula for the area of a parallelogram, $A = bh$, can be derived from the formula for the area of a rectangle	17-10 – Find Areas of Parallelograms and Rhombuses. Online Lesson		1 Day

Grade 5 Tennessee Mathematics Standards

TENNESSEE MATHEMATICS STANDARDS

DOMAIN 5.OA: Operations and Algebraic Thinking

CLUSTER 5.OA.A Write and interpret numerical expressions.

5.OA.A.1 Use parentheses and/or brackets in numerical expressions involving whole numbers and evaluate expressions having these symbols using the conventional order by applying the Order of Operations. (When applying the order of operations, the evaluation of exponents need not be included.)

5.OA.A.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 $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$, without having to calculate the indicated sum or product.*

CLUSTER 5.OA.B Analyze patterns and relationships.

5.OA.B.3 Generate two numerical patterns using two given rules. *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.*

5.OA.B.3a Identify relationships between corresponding terms in two numerical patterns.

5.OA.B.3b Form ordered pairs (limited to first quadrant) consisting of corresponding terms from two numerical patterns and graph the ordered pairs on a coordinate plane.

DOMAIN 5.NBT: Number and Operations in Base Ten

CLUSTER 5.NBT.A Understand the place value system.

5.NBT.A.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 $\frac{1}{10}$ of what it represents in the place to its left.

5.NBT.A.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.

5.NBT.A.3 Read and write decimals to thousandths using standard form, word form, and expanded notation (e.g., the expanded notation of 347.392 is written as $(3 \times 100) + (4 \times 10) + (7 \times 1) + (3 \times \frac{1}{10}) + (9 \times \frac{1}{100}) + (2 \times \frac{1}{1000})$). Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.

5.NBT.A.4 Round decimals to the nearest hundredth, tenth, or whole number using understanding of place value, and use a number line to explain how the number was rounded.

CLUSTER 5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.

5.NBT.B.5 Fluently multiply multi-digit whole numbers (up to three-digit by four-digit factors) using efficient strategies and algorithms.

5.NBT.B.6 Find whole-number quotients and remainders 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.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations. Assess the reasonableness of answers using estimation strategies. (Limit multiplication problems so that the product does not exceed thousandths. Limit division problems so that either the dividend or the divisor is a whole number.)

DOMAIN 5.NF: Number and Operations—Fractions

CLUSTER 5.NF.A Use equivalent fractions as a strategy to add and subtract fractions.

5.NF.A.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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ or $\frac{2}{3} + \frac{5}{4} = \frac{6}{12} + \frac{15}{12} = \frac{21}{12}$.*

5.NF.A.2 Solve contextual problems involving addition and

subtraction of fractions referring to the same whole, including cases of unlike denominators. 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 $\frac{3}{7} < \frac{1}{2}$.*

CLUSTER 5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). *For example, $\frac{3}{4} = 3 \div 4$ so when 3 wholes are shared equally among 4 people, each person has a share of size $\frac{3}{4}$.* Solve contextual problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem. *For example, if 8 people want to share 49 sheets of construction paper equally, how many sheets will each person receive? Between what two whole numbers does your answer lie?*

5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number or a fraction by a fraction.

5.NF.B.4a Interpret the product $\frac{a}{b} \times q$ as $a \times (\frac{q}{b})$ (partition the quantity q into b equal parts and then multiply by a). Interpret the product $\frac{a}{b} \times q$ as $(a \times q) \div b$ (multiply a times the quantity q and then partition the product into b equal parts). *For example, use a visual fraction model or write a story context to show that $\frac{2}{3} \times 6$ can be interpreted as $2 \times (6 \div 3)$ or $(2 \times 6) \div 3$. Do the same with $\frac{5}{6} \times \frac{4}{5} = \frac{8}{3}$. (In general, $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$.)*

5.NF.B.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.

5.NF.B.5 Interpret multiplication as scaling (resizing).

5.NF.B.5a Compare 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. *For example, know if the product will be greater than, less than, or equal to the factors.*

5.NF.B.5b Explain 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); explain why multiplying a given number by a fraction between 0 and 1 results in a product less than the given number; and relate the principle of fraction equivalence $\frac{a}{b} = \frac{a \times n}{b \times n}$ to the effect of multiplying $\frac{a}{b}$ by 1.

5.NF.B.6 Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.

5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

5.NF.B.7a Interpret division of a unit fraction by a non-zero whole number and compute such quotients. *For example, use visual models and the relationship between multiplication and division to explain that $(\frac{1}{3}) \div 4 = \frac{1}{12}$ because $(\frac{1}{12}) \times 4 = \frac{1}{3}$. In other words, when thirds are partitioned into 4 equal groups, they become twelfths.*

5.NF.B.7b Interpret division of a whole number by a unit fraction and compute such quotients. *For example, use visual models and the relationship between multiplication and division to explain that $4 \div (\frac{1}{5}) = 20$ because $20 \times (\frac{1}{5}) = 4$ (i.e., there are 20 groups of $\frac{1}{5}$ inside 4 wholes and connect this to $7 \times (\frac{1}{5}) = 4$).*

5.NF.B.7c Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions and non-unit fractions by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?*

DOMAIN 5.MD: Measurement and Data

CLUSTER 5.MD.A Convert like measurement units within a given measurement system from a larger unit to a smaller unit.

5.MD.A.1 Convert customary and metric measurement units within a single system by expressing measurements of a larger unit in terms of a smaller unit. Use these conversions to solve multi-step real-world problems involving distances, intervals of time, liquid volumes, masses of objects, and money (including problems involving simple fractions or decimals). *For example, 3.6 liters and 4.1 liters can be combined as 7.7 liters or 7700 milliliters.*

CLUSTER 5.MD.B Represent and interpret data.

5.MD.B.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.*

CLUSTER 5.MD.C Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

5.MD.C.3a Understand that 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.

5.MD.C.3b Understand 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.

5.MD.C.4 Measure volumes by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.

5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume of right rectangular prisms.

5.MD.C.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 whole-number products of three factors as volumes (e.g., to represent the associative property of multiplication).

5.MD.C.5b Know and apply the formulas $V = l \times w \times h$ and $V = B \times h$ (where B represents the area of the base) for rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.

5.MD.C.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.

DOMAIN 5.G: Geometry

CLUSTER 5.G.A Graph points on the coordinate plane to solve real-world and mathematical problems.

5.G.A.1 Graph ordered pairs and label points using the first quadrant of the coordinate plane. Understand in the ordered pair that the first number indicates the horizontal distance traveled along the x -axis from the origin and the second number indicates the vertical distance traveled along the y -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.A.2 Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.

CLUSTER 5.G.B Classify two-dimensional figures into categories based on their properties.

5.G.B.3 Classify two-dimensional figures in a hierarchy based on properties. 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.*