5th Grade Math
Curriculum Resources

Curriculum Overview

The Alabama Course of Study: Mathematics (2019) provides the framework for the K-12 study of Mathematics in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

5th Grade Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit Name	Priority Standards	Supporting Standards
1st	1	Launch Week	**Pre-Assessment** **Multiplication Drills**	**Previous Grade Level Standards**
1st	2	UNIT 1: Understand Place Value System	**5.4**	**5.3, 5.5**
1st	7	UNIT 2: Multi-Digit Multiplication and Division	**5.5, 5.6, 5.7**	**5.8**
2nd	3	UNIT 3: Add & Subtract Fractions with Unlike Denominators	**5.10**	**5.9**
2nd	4	UNIT 4: Divide Fractions Using Unit Fractions	**5.12, 5.14, 5.15**	
2nd	2	UNIT 5: Represent and Interpret Data on a Line Plot	**5.9, 5.10**	**5.16**
3rd	3	UNIT 6: Relate Volume to Regular Prisms	**5.19**	**5.18**
3rd	3	UNIT 7: Converting Measurements and Problem Solving	**5.6, 5.7, 5.17**	**5.3**
3rd	3	UNIT 8: Numerical Expressions with Grouping Systems	**5.1**	**5.8**
4th	3	UNIT 9: Understand the Coordinate System	**5.20**	**5.2**
4th	3	UNIT 10: Generate and Analyze Patterns	**5.2**	
4th	3	UNIT 11: Classify Triangles and Quadrilaterals	**5.21**	**5.22, 5.23**

UNIT 1: Understand Place Value System	DURATION: 2 weeks
CONTENT STANDARDS	
PRIORITY STANDARDS • 5.4 Read, write, and compare decimals to thousandths • 5.4a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.	SUPPORTING STANDARDS • 5.3 Using models and quantitative reasoning, explain that in a multi-digit number, including decimals, a digit in any place represents ten times what it represents in the place to its right and 1/10 of what it represents in the place to its left. • 5.3a Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, using whole-number exponents to denote powers of 10. • 5.4b Compare two decimals to thousandths based on the meaning of the digits in each place, using >, =, and < to record the results of comparisons. • 5.5 Use place value understanding to round decimals to thousandths.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
How to read and write whole numbers in standard form, word form, and expanded form.		2-Understanding		n/a
	Read and compare two decimal values to the thousandths place	4-Analyzing		n/a
How to compare two whole numbers using place value understanding.		2-Understanding		n/a
	Write and compare two decimal values to the thousandths place	4-Analyzing		n/a
	Compare two decimal values to the thousandths	4-Analyzing		n/a

Prior place value understanding with whole numbers is extended and applied to decimal values.		**3-Applying**		**n/a**
	Read and write decimals in expanded form	**3-Applying**		**n/a**
	Read and write decimals using base ten numerals	**3-Applying**		**n/a**
	Read and write decimals using number names	**3-Applying**		**n/a**

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

<u>Week 1:</u>

- **Day 1: I can write numbers using exponents.**
- **Day 2: I can understand place-value relationships.**
- **Day 3: I can read and write decimals to the thousandths.**
  Mid-chapter Checkpoint
- **Day 4: I can read and write decimals in different ways.**
- **Day 5: I can compare decimals to the thousandths.**

<u>Week 2:</u>

- **Day 6: I can round decimals to different places.**
- **Day 7: I can look for and use the structure of our decimal place-value system to solve problems.**
- **Day 8: Assessment**

KEY VOCABULARY

- **Power**
- **Power of Ten**
- **Digit**
- **Exponent**
- **Base**
- **Decimal**
- **Product**
- **Standard Form**
- **Place Value**
- **Value**
- **Hundredths**
- **Tenths,**
- **Thousandths**
- **Equivalent Decimals**
- **Symbol**
- **Greater Than**
- **Less Than**
- **Equal**
- **Round**
- **Number Line**
- **Expanded Form**
- **Quotient**
- **Dividend**
- **Divisor**
- **Divide**
- **Multiply**
- **Multiple**
- **Equation**
- **Remainder**
- **Area Model**
- **Decompose**
- **Partial Quotients**
- **Array**
- **Add**
- **Subtract**
- **Multiply**
- **Operation**

ESSENTIAL QUESTION(S)

Unit1

- **Topic 1 How are whole numbers and decimals written, compared, and ordered?**

PRIOR KNOWLEDGE

In Grade 4

- **Multiplied by multiples of 10, 100, and 1,000.**
- **Understanding of a base and exponents**

	• Understanding place value • Understanding of the decimal place value system

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Envision: Topic 1 • Item Analysis-Sets A -F (pg 35) • Vocabulary Review (pg 34) • Fluency Review Activity (pg 33) • Quick Checks • Task-Solve & Share • Fluency Games	Envision: • Topic Assessment: Understand Place Value (Assessment Guide pgs 37-38) Also available online • Teacher made test-Envision • Topic Performance Task (Assessment Guide pgs 39-40) Also available online

ACTIVITIES & RESOURCES

Envision Resources	Other Resources	ACAP Resources
Technology: • Visual Learning Animation Plus (Guided Questions) • Digital Math Tools • Online Games • Vocabulary Word Cards • Quick Checks • Practice Buddies • Additional Practices (Digital & Paper) • Activity Centers	Proficiency Scales 5.4 https://www.amsti.org/math-3-5-classroom	ACAP Summative Resource-Grade 5 Pages 18-36

RTI	EXTENSION OPPORTUNITIES
Envision: • Guided Practice • Reteach to Understand • Build Math Literacy • Intervention Activity • Technology Center: Math Games & Math Tools • Activity Centers	Amsti Math Resources

UNIT 2: Multi-Digit Multiplication and Division	DURATION: 7 weeks
CONTENT STANDARDS	
PRIORITY STANDARDS • 5.5 Use place value understanding to round decimals to thousandths. • 5.6 Fluently multiply multi-digit whole numbers using the standard algorithm. • 5.7 Use strategies based on place value, properties of operations, and/or the relationship between multiplication and division to find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. • 5.8 Add, subtract, multiply, and divide decimals to hundredths using strategies based on place value, properties of operations, and/or the relationships between addition/subtraction and multiplication/division; relate the strategy to a written method, and explain the reasoning used.	**SUPPORTING STANDARDS** • 5.8a Use concrete models and drawings to solve problems with decimals to hundredths. • 5.8b Solve problems in a real-world context with decimals to hundredths.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
How to use place value understanding to round multi-digit whole numbers to any place.		2-Understanding		
	Round decimals using place value understanding.	2-Understanding	n/a	n/a
Strategies based on place value and properties of operations for finding products of two factors including a one-digit and up to a four-digit factor and two two-digit factors.				
	Use the standard algorithm to find a product.	3- Applying	n/a	n/a

Strategies based on place value understanding, properties, and relationship between operations to find the sum, difference, product, and quotient of whole numbers.		**3-Applying**		
	Use concrete models, drawings, and strategies to add, subtract, multiply, and divide decimals.	**3-Applying**	**n/a**	**n/a**

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

<u>Week 3:</u>

- **Day 9: I can use mental math to solve addition and subtraction problems.**
- **Day 10: I can estimate sums and differences of decimals.**
- **Day 11: I can model sums and differences of decimals.**
  Mid-Chapter Checkpoint
- **Day 12: I can add decimals using place value and properties of operations.**
- **Day 13: I can subtract decimals using place value and properties of operations.**

<u>Week 4:</u>

- **Day 14: I can use the math I know to solve problems.**
- **Day 15: Assessment**
- **Day 16: I can use mental math to multiply a whole number by a power of 10.**
- **Day 17: I can estimate products using mental math.**
- **Day 18: I can use place-value strategies and algorithms to multiply by 1-digit numbers.**

<u>Week 5:</u>

- **Day 19: I can use area models, place-value strategies, and properties of operations to help multiply 2-digit by 2 digit numbers.**
  Mid-Chapter Checkpoint
- **Day 20: I can multiply 3-digit by 2-digit numbers.**
- **Day 21: I can multiply numbers that have a zero in them.**
  I can also look for patterns to solve problems.
- **Day 22: I can find the product of multi-digit factors.**

KEY VOCABULARY

- **Compatible Numbers**
- **Associative Property of Addition**
- **Commutative Property of Addition**
- **Compensation**
- **Product**
- **Multiply**
- **Divide**
- **Power of 10**
- **Decimal**
- **Decimal Point**
- **Exponent**
- **Append**
- **Factor**
- **Base**
- **Expression**
- **Place Value**

I can also reason about math. ● Day 23: I can solve word problems involving multiplication. I can also model with math to solve problems. **Week 6:** ● Day 24: I can critique the reasoning of others by using what I know about estimating products. I can also multiply multi-digit whole numbers. ● Day 25: Assessment ● Day 26: I can find the product if a decimal number and a power of 10. ● Day 27: I can use rounding and compatible numbers to estimate the product of a decimal and a whole number. ● Day 28: I can use models to represent multiplying a decimal and a whole number. **Week 7:** ● Day 29: I can multiply a decimal by a whole number. ● Day 30: I can use grids to multiply decimals. ● Mid-Chapter Checkpoint ● Day 31: I can multiply two decimals using what I know about place value and partial products with whole numbers. ● Day 32: I can use properties to multiply decimals. ● Day 33: I can use number sense to place the decimal point in a product. **Week 8:** ● Day 34: I can apply the math I know to solve problems. ● Day 35: Assessment ● Day 36: I can use patterns to find quotients. ● Day 37: I can estimate quotients. ● Day 38: I can use models to help find quotients. Mid-Chapter Checkpoint **Week 9:** ● Day 39: I can find quotients of whole numbers. ● Day 40: I can use place value and sharing to divide. ● Day 41: Assessment ● Day 42: I can use patterns to solve decimal division problems. ● Day 43: I can estimate quotients in problems involving decimals.		
ESSENTIAL QUESTION(S) Unit 2 ● Topic 2- How can sums and differences of decimals be estimated? What are some common procedures for adding and subtracting decimals? How can sums and differences be found mentally?	**PRIOR KNOWLEDGE** *In Grade 4* ● Proficiency in rounding decimals ● Extended understanding of the base-ten numeration system ● Fluent addition and subtraction skills ● Basic multiplication and division skills	

• **Topic 3- What are the standard procedures for estimating and finding products of multi-digit numbers?** • **Topic 4-What are some common procedures for estimating and finding products involving decimals?** • **Topic 5- What are some common procedures for division and why do they work?** • **Topic 6- What are some common procedures for estimating and finding quotients involving decimals?**	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Envision: **<u>Topic 2</u>** • **Fluency Review Activity (pg 69)** • **Vocabulary Review (pg 70)** • **Item Analysis-Sets A-E (pg 71)** • **Quick Checks** • **Task-Solve & Share** • **Fluency Games** **<u>Topic 3</u>** • **Fluency Review Activity (pg 117)** • **Vocabulary Review (pg 118)** • **Item Analysis-Sets A-G (pg 119)** • **Quick Checks** • **Task-Solve & Share** • **Fluency Games** **<u>Topic 4</u>** • **Fluency Review Activity (pg 165)** • **Vocabulary Review (pg 166)** • **Item Analysis-Sets A-F (pgs 167-168)** • **Quick Checks** • **Task-Solve & Share** • **Fluency Games** **<u>Topic 5</u>** • **Fluency Review Activity (pg 213)** • **Vocabulary Review (pg 214)** • **Item Analysis-Sets A-H (pgs 215-216)** • **Quick Checks**	**Envision:** **<u>Topic 2</u>** • **Topic Assessment: Use Models and Strategies to Add and Subtract Decimals (Assessment Guide pgs 73-74) Also available online** • **Teacher made test-Envision** • **Topic Performance Task (Assessment Guide pgs 75-76) Also available online** **<u>Topic 3</u>** • **Topic Assessment: Fluently Multiply Multi-Digit Whole Numbers (Assessment Guide pgs 121-122) Also available online** • **Teacher made test-Envision** • **Topic Performance Task (Assessment Guide pgs 123-124) Also available online** **<u>Topic 4</u>** • **Topic Assessment: Use Models and Strategies to Multiply Decimals (Assessment Guide pgs 171-174) Also available online** • **Teacher made test-Envision** • **Topic Performance Task (Assessment Guide pgs 175-176) Also available online** **<u>Topic 5</u>** • **Topic Assessment: Use Models and Strategies to Divide Whole Numbers (Assessment Guide pgs 219-222) Also available online** • **Teacher made test-Envision** • **Topic Performance Task (Assessment Guide pgs 223-224) Also available online** **<u>Topic 6</u>**

• Task-Solve & Share • Fluency Games Topic 6 • Fluency Review Activity (pg 253) • Vocabulary Review (pg 254) • Item Analysis-Sets A-F (pg 255-256) • Quick Checks • Task-Solve & Share • Fluency Games	• Topic Assessment: Use Models and Strategies to Divide Decimals (Assessment Guide pgs 259-262) Also available online • Teacher made test-Envision • Topic Performance Task (Assessment Guide pgs 263-264) Also available online

ACTIVITIES & RESOURCES

Envision Resources	Other Resources	ACAP Resources
Technology: • Visual Learning Animation Plus (Guided Questions) • Digital Math Tools • Online Games • Vocabulary Word Cards • Quick Checks • Practice Buddies • Additional Practices (Digital & Paper) • Activity Centers	5.6 Proficiency Scales 5.7 Proficiency Scales https://www.amsti.org/math-3-5-classroom	ACAP Summative Resource-Grade 5 Pages 37-56

RTI Envision: • Guided Practice • Reteach to Understand • Build Math Literacy • Intervention Activity • Technology Center: Math Games & Math Tools • Activity Centers	EXTENSION OPPORTUNITIES Amsti Math Resources

UNIT 3: Add & Subtract Fractions with Unlike Denominators	DURATION: 3 weeks

CONTENT STANDARDS

PRIORITY STANDARDS	SUPPORTING STANDARDS
• 5.10 Add and subtract fractions and mixed numbers with unlike denominators, using fraction equivalence to calculate a sum or difference of fractions or mixed numbers with like denominators.	• 5.9 Model and solve real-word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, 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.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Strategies to determine if two given fractions are equivalent.		2-Understanding	n/a	n/a
	Add and /or subtract fractions and mixed numbers with unlike denominators using fraction equivalents	3-Applying	n/a	n/a
Contextual situations for addition and subtraction		4-Analyzing	n/a	n/a
	Calculate a sum or difference of fractions or mixed numbers with like denominators	3-Applying	n/a	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)	KEY VOCABULARY	
<u>Week 1</u> • Day 44: I can use models to help find the quotients in problems involving decimals. Mid-Chapter Checkpoint • Day 45: I can divide decimals by two-digit whole numbers. • Day 46: I can divide a decimal by another decimal. • Day 47: I can make sense of quantities and relationships in problem situations.	• Benchmark Fraction • Equivalent Fractions • Common Denominator • Mixed Numbers • Fraction	• Denominator • Numerator • Addition • Subtraction • Visual model • Equation

• Day 48: Assessment **Week 2** • Day 49: I can estimate sums and differences of fractions. • Day 50: I can find common denominators for fractions with unlike denominators. • Day 51: I can add fractions with unlike denominators. • Day 52: I can subtract fractions with unlike denominators. • Day 53: I can write equivalent fractions to add and subtract fractions with unlike denominators. **Week 3** • Day 54: I can estimate sums and differences of fractions and mixed numbers. • Day 55: I can add mixed numbers using models. Mid-Chapter Checkpoint • Day 56: I can add mixed numbers. I can use models to subtract mixed numbers. • Day 57: I can subtract mixed numbers. I can use models to subtract mixed numbers. • Day 58: Assessment		
ESSENTIAL QUESTION(S) Unit 3 • Topic 7-How can sums and differences of fractions and mixed numbers be estimated? What are common procedures for adding and subtracting fractions and mixed numbers?	**PRIOR KNOWLEDGE** *In Grade 4* • How to use benchmark fractions to compare • How to find multiples of a number and find equivalent fractions • How to find common denominators for two fractions • How to add fractions with like denominators	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Topic 7 • Fluency Review Activity (pg 317) • Vocabulary Review (pg 318) • Item Analysis-Sets A-H (pgs 319-320) • Quick Checks • Task-Solve & Share • Fluency Games	Envision: Topic 7 • Topic Assessment: Use Equivalent Fractions to Add and Subtract Fractions (Assessment Guide pgs 323-326) Also available online • Teacher made test-Envision • Topic Performance Task (Assessment Guide pgs 327-328) Also available online

ACTIVITIES & RESOURCES

Envision Resources	Other Resources	ACAP Resources
Technology: • Visual Learning Animation Plus (Guided Questions) • Digital Math Tools • Online Games • Vocabulary Word Cards • Quick Checks • Practice Buddies • Additional Practices (Digital & Paper) • Activity Centers	5.10 Proficiency Scales https://www.amsti.org/math-3-5-classroom	ACAP Summative Resource-Grade 5 Pages 57-66

RTI	EXTENSION OPPORTUNITIES
Envision: • Guided Practice • Reteach to Understand • Build Math Literacy • Intervention Activity • Technology Center: Math Games & Math Tools • Activity Centers	Amsti Math Resources

UNIT 4: Divide Fractions Using Unit Fractions	DURATION: 4 weeks

CONTENT STANDARDS

PRIORITY STANDARDS	SUPPORTING STANDARDS
• 5.12 Apply and extend previous understandings of multiplication to find the product of a fraction times a whole number or a fraction times a fraction. • 5.14 Model and solve real-world problems involving multiplication of fractions and mixed numbers using visual fraction models, drawings, or equations to represent the problem. • 5.15 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	• 5.12a Use a visual fraction model (area model, set model, or linear model) to show (a/b) x q and create a story context for this equation to interpret the product as a parts of a partition of q into b equal parts. • 5.12b Use a visual fraction model (area model, set model, or linear model) to show (a/b) x (c/d) and create a story context for this equation to interpret the product. • 5.12c Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. • 5.12d Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths to show that the area is the same as would be found by multiplying the side lengths.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
How to write an equation involving repeated addition with fractions as a multiplication equation of a whole number times the fraction. Example: 2/9 + 2/9 + 2/9 + 2/9 = 4 x 2/9 = 8/9.		3-Applying		
	Use previous understandings of multiplication to	3-Applying	n/a	n/a
The relationship of partial products to an area model when multiplying by two whole numbers.		3-Applying		
	Find products of a fraction times a whole number and products of a fraction times a fraction.	3-Applying	n/a	n/a
Contextual situations for multiplication. Area of a rectangle is determined by multiplying side lengths and is found in square units.		3-Applying		
	Find area of rectangles with fractional side lengths and represent products as rectangular areas.	3-Applying	n/a	n/a
	Create a story context to represent equations (a/b) × q and (a/b) × (c/d) to interpret products.	6-Creating	n/a	n/a
How to use an area model to illustrate the product of two whole numbers and its relationship to partial products and extend this knowledge to illustrate products involving fractions and mixed numbers.				
	Find the area of a rectangle by tiling the area of a rectangle with unit squares	3-Applying	n/a	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

Week 1

- Day 59: I can multiply a fraction by a whole number.
- Day 60: I can multiply a whole number by a fraction.
- Day 61: I can multiply fractions and whole numbers.
- Day 62: I can use models to multiply two fractions.
- Day 63: I can multiply two fractions.
  Mid-Chapter Checkpoint

Week 2

- Day 64: I can find the area of a rectangle.
- Day 65: I can multiply mixed numbers.
- Day 66: I can use multiplication to scale or resize something.
- Day 67: Assessment
- Day 68: I can understand how fractions are related to division.

Week 3

- Day 69: I can show quotients as fractions and mixed numbers.
- Day 70: I can connect dividing by a fraction to multiplication.
- Day 71: I can divide a whole number by a unit fraction.
  Mid-Chapter Checkpoint
- Day 72: I can divide a unit fraction by a non-zero whole number.
- Day 73: I can divide with unit fractions.

Week 4

- Day 74: I can solve division problems involving unit fractions.
- Day 75: I can notice repetition in calculations and describe a general method for dividing whole numbers and unit fractions.
- Day 76: Assessment

KEY VOCABULARY

- Fraction
- Numerator
- Denominator
- Division
- Remainder
- Dividend
- Divisor
- Rectangle
- Area
- Length
- Width
- Decomposing
- Fractional Pieces
- Rectangle
- Unit Fraction
- Fraction Model
- Whole Number
- Multiplication
- Product
- Equation
- Expression
- Resizing
- Scaling
- Equivalent
- Equation
- Mixed Number
- Number Line

ESSENTIAL QUESTION(S)

Unit 4

- Topic 8-What does it mean to multiply whole numbers and fractions? How can multiplication with whole numbers and fractions be shown using models and symbols?
- Topic 9-How are fractions related to division? How can you divide with whole numbers and unit fractions?

PRIOR KNOWLEDGE

In Grade 4

Topic 8

- Multiplied a fraction by a whole number
- Used models to multiply a fraction by a whole number

Topic 9

- Extended understanding of division to recognize a/b as a multiple of 1/b, that is, a/b=a x 1/b
- Used models, concepts of division, and concepts of fractions

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Topic 8 • Fluency Review Activity (pg 369) • Vocabulary Review (pg 370) • Item Analysis-Sets A-E (pgs 371-372) • Quick Checks • Task-Solve & Share • Fluency Games **Topic 9** • Fluency Review Activity (pg 417) • Vocabulary Review (pg 418) • Item Analysis-Sets A-E (pgs 419-420) • Quick Checks • Task-Solve & Share • Fluency Games	Envision: **Topic 8** • Topic Assessment: Apply Understanding of Multiplication to Multiply Fractions (Assessment Guide pgs 375-378) Also available online • Teacher made test-Envision • Topic Performance Task (Assessment Guide pgs 379-380) Also available online **Topic 9** • Topic Assessment: Apply Understanding of Division to Divide Fractions (Assessment Guide pgs 421-422) Also available online • Teacher made test-Envision • Topic Performance Task (Assessment Guide pgs 423-424) Also available online

ACTIVITIES & RESOURCES		
Envision Resources Technology: • Visual Learning Animation Plus (Guided Questions) • Digital Math Tools • Online Games • Vocabulary Word Cards • Quick Checks • Practice Buddies • Additional Practices (Digital & Paper) • Activity Centers	**Other Resources** 5.12 Proficiency Scales 5.14 Proficiency Scales 5.15 Proficiency Scales https://www.amsti.org/math-3-5-classroom	**ACAP Resources** ACAP Summative Resource-Grade 5 Pages 67-119
RTI Envision: • Guided Practice • Reteach to Understand • Build Math Literacy • Intervention Activity • Technology Center: Math Games & Math Tools • Activity Centers	EXTENSION OPPORTUNITIES Amsti Math Resources	

UNIT 5: Represent and Interpret Data on a Line Plot	DURATION: 1 week
CONTENT STANDARDS	
PRIORITY STANDARDS ● 5.9 Model and solve real-word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, 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. ● 5.10 Add and subtract fractions and mixed numbers with unlike denominators, using fraction equivalence to calculate a sum or difference of fractions or mixed numbers with like denominators.	**SUPPORTING STANDARDS** ● 5.16 Make a line plot to display a data set of measurements in fractions of a unit. ○ 5.16a Add, subtract, multiply, and divide fractions to solve problems involving information presented in line plots.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Strategies to equipartition a length model.		2-Understanding	n/a	n/a
	Create a line plot with appropriate intervals	3-Applying	n/a	n/a
Measurement in units of halves, fourths, and eighths using a tool for standard units of measure.		2-Understanding	n/a	n/a
	Represent data on a line plot.	3-Applying	n/a	n/a
Strategies to solve problems using the four operations with fractions.		2-Understanding	n/a	n/a

	Apply strategies for solving problems involving all four operations with the fractional data.	3-Applying	n/a	n/a

KEY COMPONENTS		
LEARNING TARGETS (incremental learning target by week) <u>Week 1:</u> • DAY 77: I can read a line plot. • Day 78: I can display data in a line plot. • Day 79: I can solve problems using data in a line plot. • Day 80: I can critique the reasoning of others by using what I know about line plots and fractions. • Day 81: Assessment	KEY VOCABULARY • Line Plot • Frequency • Fraction • Operation • Data • Number Line • Fractional Intervals	
ESSENTIAL QUESTION(S) Unit 5 • Topic 10-How can line plots be used to represent data and answer questions?	PRIOR KNOWLEDGE *In Grade 4* Topic 10 • Extend learning to make line plots to ⅛ of a unit • Read lines plots using understanding of ordering fractions and decimals • Made line plots using their understanding of ordering fractions and decimals	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<u>Topic 10</u> • Fluency Review Activity (pg 445) • Vocabulary Review (pg 446) • Item Analysis-Sets A-E (pgs 447-448) • Quick Checks • Task-Solve & Share • Fluency Games	Envision: <u>Topic 10</u> • Topic Assessment: Represent and Interpret Data (Assessment Guide pgs 449-450) Also available online • Teacher made test-Envision • Topic Performance Task (Assessment Guide pgs 451-452 Also available online

ACTIVITIES & RESOURCES		
<u>Envision Resources</u> Technology:	<u>Other Resources</u> 5.9 Proficiency Scales	<u>ACAP Resources</u> ACAP Summative Resource-Grade 5

• Visual Learning Animation Plus (Guided Questions) • Digital Math Tools • Online Games • Vocabulary Word Cards • Quick Checks • Practice Buddies • Additional Practices (Digital & Paper) • Activity Centers	https://www.amsti.org/math-3-5-classroom	Pages 120-123

RTI Envision: • Guided Practice • Reteach to Understand • Build Math Literacy • Intervention Activity • Technology Center: Math Games & Math Tools • Activity Centers	EXTENSION OPPORTUNITIES Amsti Math Resources

UNIT 6: Relate Volume to Regular Prisms	DURATION: 3 weeks

CONTENT STANDARDS

PRIORITY STANDARDS • 5.19 Relate volume to the operations of multiplication and addition, and solve real-world and mathematical problems involving volume.	SUPPORTING STANDARDS • 5.18 Identify volume as an attribute of solid figures, and measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised (non-standard) units. • 5.18a Pack a solid figure without gaps or overlaps using *n* unit cubes to demonstrate volume as *n* cubic units. • 5.19a Use the associative property of multiplication to find the volume of a right rectangular prism and relate it to packing the prism with unit cubes. Show that the volume can be determined by multiplying the three edge lengths or by multiplying the height by the area of the base. • 5.19b Apply the formulas V = l x w x h and V = B x 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. • 5.19c Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of

	the two parts, applying this technique to solve real-world problems.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Measurable attributes of area and how it relates to finding the volume of objects.	Apply formulas to find volume of right rectangular prisms. Use associative property of multiplication to find volume.	3-Applying	n/a	n/a
Units of measurement for volume, specifically unit cubes.	Find volume of solid figures composed of two rectangular prisms.	3-Applying	n/a	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)
<u>Week 1:</u>

- DAY 82: I can find the volume of solid figures.
- Day 83: I can find the volume of a rectangular prisms using a formula.
- Day 84: I can find the volume of a solid figure that is the combination of two or more rectangular prisms.
  Mid-Chapter Checkpoint
- Day 85: I can solve word problems involving volume.
- Day 86: I use appropriate tools to solve volume problems.
  Assessment

KEY VOCABULARY

- Volume,
- Space
- Cube
- Unit Cube
- Three-dimensional
- Cubic Unit
- Attribute
- Cubic Inches
- Cubic Feet
- Rectangular Prism
- Formula
- Composition
- Decomposition
- Layer
- Base
- Face
- Length
- Width
- Height
- Congruent Rectangles
- Equivalent Conservation of Volume
- Attribute
- Edge
- Vertex
- Additive
- Sum
- Equivalent

ESSENTIAL QUESTION(S)
Unit 6

- Topic 11- What is the meaning of volume of a solid? How can the volume of a rectangular prism be found?

PRIOR KNOWLEDGE
In Grade 4
Topic 11

- Learned about measuring length, weight or mass, capacity, and area by using manipulatives and standard units of measurements
- Learned the area of a rectangle can be found by multiplying its

	length times its width

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Topic 11 • Fluency Review Activity (pg 477) • Vocabulary Review (pg 478) • Item Analysis-Sets A- D(pgs 479-480) • Quick Checks • Task-Solve & Share • Fluency Games	Envision: Topic 11 • Topic Assessment: Understand Volume Concepts (Assessment Guide pgs 481-482) Also available online • Teacher made test-Envision • Topic Performance Task (Assessment Guide pgs 483-484) Also available online

ACTIVITIES & RESOURCES		
Envision Resources Technology: • Visual Learning Animation Plus (Guided Questions) • Digital Math Tools • Online Games • Vocabulary Word Cards • Quick Checks • Practice Buddies • Additional Practices (Digital & Paper) • Activity Centers	Other Resources 5.19 Proficiency Scales https://www.amsti.org/math-3-5-classroom	ACAP Resources ACAP Summative Resource-Grade 5 Pages 130-151
RTI Envision: • Guided Practice • Reteach to Understand • Build Math Literacy • Intervention Activity • Technology Center: Math Games & Math Tools • Activity Centers	EXTENSION OPPORTUNITIES Amsti Math Resources	

UNIT 7: Converting Measurements and Problem Solving	DURATION: 3 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- 5.6 Fluently multiply multi-digit whole numbers using the standard algorithm.
- 5.7 Use strategies based on place value, properties of operations, and/or the relationship between multiplication and division to find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 5.17 Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real-world problems.

SUPPORTING STANDARDS

- 5.3a Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, using whole-number exponents to denote powers of 10.
- 5.3b Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10, using whole-number exponents to denote powers of 10.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Strategies based on place value and properties of operations for finding products of two factors including a one-digit and up to a four-digit factor and two two-digit factors.	Use the standard algorithm to find a product.	3-Applying	n/a	n/a
Strategies for converting a larger unit of measure to a smaller unit in the same system.	Convert measurement units.	3-Applying	n/a	n/a
Relative size of customary and metric units of measure.	Convert measurement units.	3-Applying	n/a	n/a
Strategies for converting between units of measure in the same system.	Solve multi-step word problems involving measurement conversions.	3-Applying	n/a	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

<u>Week 1</u>

- Day 87: I can convert customary units of length.
- Day 88: I can convert customary units of capacity.
- Day 89: I can convert customary units of weight.
- Day 90: I can convert metric units of length.
  Mid-Chapter Checkpoint
- Day 91: I can convert metric units of capacity.

<u>Week 2</u>

- Day 92: I can convert metric units of mass.
- Day 93: I can solve problems that involve conversions between seconds, minutes, and between minutes and hours.
- Day 94: I can solve real-World problems with measurement conversions.
- Day 95: I can be precise when solving measurement problems
- Day 96: Assessment

KEY VOCABULARY

- Measurement System
- Unit
- Conversion
- Multiplication
- Division
- Equivalent Measurements
- Metric System
- US Customary System
- Foot (ft)
- Inch (in)
- Yard (yd)
- Mile (mi)
- Capacity
- Gallon (gal)
- Quart (qt)
- Pint (pt)
- Cup (c)
- Fluid Ounce (fl oz)
- Weight
- Ton (T)
- Pound (lb)
- Ounce (oz)
- Kilometers (km)
- Meters (m)
- Centimeters (cm)
- Millimeters (mm)
- Liters (L)
- Milliliters (mL)
- Mass
- Miligram (mg)
- Gram (g)
- Kilogram (kg)

ESSENTIAL QUESTION(S)

Unit 7

- Topic 12- What are customary measurement units and how are they related? What are metric measurement units and how are they related?

PRIOR KNOWLEDGE

In Grade 4

Topic 12

- Learned the relative size of customary units of length
- Learned how to convert a larger unit to a smaller unit
- Learned how to multiply a whole number and a mixed number

FORMATIVE ASSESSMENT

<u>Topic 12</u>

- Fluency Review Activity (pg 525)
- Vocabulary Review (pg 526)
- Item Analysis-Sets A-H (pgs 527-528)
- Quick Checks
- Task-Solve & Share
- Fluency Games

SUMMATIVE ASSESSMENT

Envision:

<u>Topic 12</u>

- Topic Assessment: Convert Measurements (Assessment Guide pgs 529-530) Also available online
- Teacher made test-Envision
- Topic Performance Task (Assessment Guide pgs 531-532) Also available online

ACTIVITIES & RESOURCES

<u>Envision Resources</u>

Technology:

- Visual Learning Animation Plus (Guided

<u>Other Resources</u>

<u>5.6 Proficiency Scales</u>

<u>https://www.amsti.org/math-3-5-classroom</u>

<u>ACAP Resources</u>

ACAP Summative Resource-Grade 5
Pages 124-129

Questions) • Digital Math Tools • Online Games • Vocabulary Word Cards • Quick Checks • Practice Buddies • Additional Practices (Digital & Paper) • Activity Centers		

RTI Envision: • Guided Practice • Reteach to Understand • Build Math Literacy • Intervention Activity • Technology Center: Math Games & Math Tools • Activity Centers	EXTENSION OPPORTUNITIES Amsti Math Resources

UNIT 8: Numerical Expressions with Grouping Systems	DURATION: 3 weeks

CONTENT STANDARDS

PRIORITY STANDARDS	SUPPORTING STANDARDS
• 5.1 Write, explain, and evaluate simple numerical expressions involving the four operations to solve up to two-step problems. Include expressions involving parentheses, brackets, or braces, using commutative, associative, and distributive properties.	• 5.8 Add, subtract, multiply, and divide decimals to hundredths using strategies based on place value, properties of operations, and/or the relationships between addition/subtraction and multiplication/division; relate the strategy to a written method, and explain the reasoning used.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Vocabulary associated with the four operations to write the symbolic notation of the mathematical expression. Example: The phrase, "the product of 4 and 3" is written as "4 x 3."		1-Recall	n/a	n/a
	Write, explain, and evaluate numerical expressions representing two-step	3-Applying	n/a	n/a

	problems in context.			
Strategies for evaluating a numerical expression and replace it with an equivalent form. Example: Given (22 + 16) + 43 can be replaced with 38 + 43 and then further simplified.		**2-Understanding**	**n/a**	**n/a**
	Evaluate numerical expressions with grouping symbols.	**5-Evaluating**	**n/a**	**n/a**
	Translate a numerical expression into words.	**3-Applying**	**n/a**	**n/a**
	Write a numerical expression given a mathematical expression in words.			

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

<u>Week 1:</u>

- **Day 97: I can evaluate expressions with parentheses, brackets, and braces.**
- **Day 98: I can write simple expressions that show calculations with numbers.**
- **Day 99: I can interpret numerical expressions without evaluating them.**
- **Day 100: I can make sense of quantities and relationships in problem situations.**
- **Day 101: Assessment**

KEY VOCABULARY

- **Numerical Expression**
- **Evaluate**
- **Order of Operations**
- **Parenthesis**
- **Brackets**
- **Braces**
- **Equations**
- **Grouping symbols**
- **Calculate**
- **Interpret**
- **Compare**
- **Reason**
- **Equivalent**

ESSENTIAL QUESTION(S)

Unit 8

- **Topic 13-How is the value of a numerical expression found?**

PRIOR KNOWLEDGE

In Grade 4

Topic 13

- **Learned to evaluate operations in parenthesis**

FORMATIVE ASSESSMENT

SUMMATIVE ASSESSMENT

Topic 13 • Fluency Review Activity (pg 553) • Vocabulary Review (pg 554) • Item Analysis-Sets A-D (pgs 555-556) • Quick Checks • Task-Solve & Share • Fluency Games	Envision: Topic 13 • Topic Assessment: Write and Interpret Numerical Expressions (Assessment Guide pgs 557-558) Also available online • Teacher made test-Envision • Topic Performance Task (Assessment Guide pgs 559-560) Also available online

ACTIVITIES & RESOURCES

Envision Resources	Other Resources	ACAP Resources
Technology: • Visual Learning Animation Plus (Guided Questions) • Digital Math Tools • Online Games • Vocabulary Word Cards • Quick Checks • Practice Buddies • Additional Practices (Digital & Paper) • Activity Centers	https://www.amsti.org/math-3-5-classroom	ACAP Summative Resource-Grade 5 Pages 6-10

RTI Envision: • Guided Practice • Reteach to Understand • Build Math Literacy • Intervention Activity • Technology Center: Math Games & Math Tools • Activity Centers	EXTENSION OPPORTUNITIES Amsti Math Resources

UNIT 9: Understand the Coordinate System	DURATION: 3 weeks

CONTENT STANDARDS

PRIORITY STANDARDS	SUPPORTING STANDARDS
• 5.20 Graph points in the first quadrant of the coordinate plane, and interpret coordinate values of points to represent real-world and mathematical problems.	• 5.2 Generate two numerical patterns using two given rules and complete an input/output table for the data. • 5.2a Use data from an input/output table to identify apparent

	relationships between corresponding terms. ● **5.2b** Form ordered pairs from values in an input/output table. ● **5.2c** Graph ordered pairs from an input/output table on a coordinate plane.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Specific directions and vocabulary to explain ordered pair location.		1-Recall	n/a	n/a
	Graph points in the first quadrant.	2-Understanding	n/a	n/a
The first number of an ordered pair 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.		2-Understanding	n/a	n/a
	Interpret coordinate values in context of the problem.	3-Applying	n/a	n/a

KEY COMPONENTS		
LEARNING TARGETS (incremental learning target by week) <u>Week 1:</u> ● Day 102: I can locate points on a coordinate grid. ● Day 103: I can graph points on a coordinate grid. ● Day 104: I can solve real world problems by graphing points. ● Day 105: I can use reasoning to solve problems. ● Day 106: Assessment	KEY VOCABULARY ● Coordinate System ● Coordinate Grid ● Coordinate Plane ● Ordered Pair ● x-axis ● y-axis ● Origin	● x-coordinate ● Y-coordinate ● Generate ● Sequence ● Graph ● Numerical Patterns ● Horizontal ● Vertical ● First Quadrant
ESSENTIAL QUESTION(S) Unit 9 ● Topic 14-How are points plotted? How are relationships shown on a graph?	PRIOR KNOWLEDGE *In Grade 4* Topic 14 ● Graphed points on a number line	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Topic 14 • Fluency Review Activity (pg 581) • Vocabulary Review (pg 582) • Item Analysis-Sets A-C (pg 583-584) • Quick Checks • Task-Solve & Share • Fluency Games	Envision: Topic 14 • Topic Assessment: Graph Points on the Coordinate Plane (Assessment Guide pgs 585-586) Also available online • Teacher made test-Envision • Topic Performance Task (Assessment Guide pgs 587-588) Also available online

ACTIVITIES & RESOURCES		
Envision Resources Technology: • Visual Learning Animation Plus (Guided Questions) • Digital Math Tools • Online Games • Vocabulary Word Cards • Quick Checks • Practice Buddies • Additional Practices (Digital & Paper) • Activity Centers	Other Resources 5.20 Proficiency Scales https://www.amsti.org/math-3-5-classroom	ACAP Resources ACAP Summative Resource-Grade 5 Pages 152 - 160
RTI Envision: • Guided Practice • Reteach to Understand • Build Math Literacy • Intervention Activity • Technology Center: Math Games & Math Tools • Activity Centers	EXTENSION OPPORTUNITIES Amsti Math Resources	

UNIT 10: Generate and Analyze Patterns	DURATION: 3 weeks]

CONTENT STANDARDS

PRIORITY STANDARDS	SUPPORTING STANDARDS
• 5.2 Generate two numerical patterns using two given rules and complete an input/output table for the data.	• 5.2a Use data from an input/output table to identify apparent relationships between corresponding terms. • 5.2b Form ordered pairs from values in an input/output table.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Strategies to identify numerical patterns and recognize the relationship between the terms in the pattern.		2-Understanding	n/a	n/a
	Complete an input/output table for data.	2-Understanding	n/a	n/a
	Identify relationship between terms in an input/output table.	3-Applying	n/a	n/a
Reasoning strategies to generate a numerical pattern which follow a given rule.		2-Understanding	n/a	n/a
	Generate two numerical patterns using two given rules.	6-Understanding	n/a	n/a

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)	KEY VOCABULARY	
<u>Week 1:</u> • Day 107: I can analyze numerical patterns. • Day 108: I can use tables to identify relationships between	• Corresponding Terms • Number Sequence • Number Pattern	

patterns. • Day 109: I can analyze patterns and graph ordered pairs generated from number sequences. • Day 110: I can make sense of problems and keep working if I get stuck. • Day 111: Assessment	• Generate • Sequence • Input • Output • Ordered Pairs	
ESSENTIAL QUESTION(S) Unit 10 • Topic 15-How can number patterns be analyzed and graphed? How can number patterns and graphs be used to solve problems?	PRIOR KNOWLEDGE *In Grade 4* Topic 15 • Learned how to extend whole-number patterns in tables, given a rule • Found features of the pattern that were not part of the rule	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Topic 15 • Fluency Review Activity (pg 609) • Vocabulary Review (pg 610) • Item Analysis-Sets A-D (pgs 611-612) • Quick Checks • Task-Solve & Share • Fluency Games	Envision: Topic 15 • Topic Assessment: Analyze Patterns and Relationships (Assessment Guide pgs 613-614) Also available online • Teacher made test-Envision • Topic Performance Task (Assessment Guide pgs 615-616) Also available online

ACTIVITIES & RESOURCES		
Envision Resources Technology: • Visual Learning Animation Plus (Guided Questions) • Digital Math Tools • Online Games • Vocabulary Word Cards • Quick Checks • Practice Buddies • Additional Practices (Digital & Paper) • Activity Centers	Other Resources https://www.amsti.org/math-3-5-classroom	ACAP Resources ACAP Summative Resource-Grade 5 Pages 10-17
RTI Envision:	EXTENSION OPPORTUNITIES Amsti Math Resources	

• Guided Practice • Reteach to Understand • Build Math Literacy • Intervention Activity • Technology Center: Math Games & Math Tools • Activity Centers	

UNIT 11: Classify Triangles and Quadrilaterals	DURATION: 3 weeks
CONTENT STANDARDS	
PRIORITY STANDARDS • 5.21 Classify triangles according to side length (isosceles, equilateral, scalene) and angle measure (acute, obtuse, right, equiangular).	SUPPORTING STANDARDS • 5.22 Classify quadrilaterals in a hierarchy based on properties. • 5.23 Explain that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Measurable attributes of triangles include length of side and angle measures.		1-Recall	n/a	n/a
	Classify triangles according to side measures and angle measures.	2-Understanding	n/a	n/a
Appropriate tools and units of measure for length of side and angle measures.		2-Understanding	n/a	n/a

KEY COMPONENTS		
LEARNING TARGETS (incremental learning target by week) <u>Week 1:</u> • Day 112: I can classify triangles by their angles and sides. • Day 113: I can classify quadrilaterals by their properties. • Day 114: I can classify quadrilaterals using hierarchy. • Day 115: I can construct arguments about geometric figures. • Day 116: Assessment	KEY VOCABULARY • Isosceles Triangle • Equilateral Triangle • Scalene Triangle • Acute Triangle • Obtuse Triangle • Right Triangle	• Attribute • Category • Subcategory • Figure, Right Angle • Parallel • Perpendicular

	• Equiangular • Degree • Protractor • Trapezoid • Parallelogram	• Rectangle • Rhombus • Square • Two-Dimensional • Properties
ESSENTIAL QUESTION(S) Unit 11 • Topic 16-How can triangles and quadrilaterals be described, classified, and named?	**PRIOR KNOWLEDGE** *In Grade 4* Topic 16 • Learned how to measure angles and identify them as right, acute, or obtuse • Identified six types of triangles	

FORMATIVE ASSESSMENT	**SUMMATIVE ASSESSMENT**
<u>Topic 16</u> • Fluency Review Activity (pg 637) • Vocabulary Review (pg 638) • Item Analysis-Sets A-D (pgs 639-640) • Quick Checks • Task-Solve & Share • Fluency Games	Envision: <u>Topic 16</u> • Topic Assessment: Classify Two-Dimensional Figures (Assessment Guide pgs 641-642) Also available online • Teacher made test-Envision • Topic Performance Task (Assessment Guide pgs 643-644) Also available online End of the Year Summative Testing Prep: Envision: Topics 1-16 Cumulative/Benchmark Assessment (pg 644B TE) Available Online Progress Monitoring Assessment Form A, B, C (pgs 644D-644H)

ACTIVITIES & RESOURCES

<u>Envision Resources</u>	<u>Other Resources</u>	<u>ACAP Resources</u>
Technology: • Visual Learning Animation Plus (Guided Questions) • Digital Math Tools • Online Games • Vocabulary Word Cards • Quick Checks • Practice Buddies	https://www.amsti.org/math-3-5-classroom	ACAP Summative Resource-Grade 5 Pages 161-169

• **Additional Practices (Digital & Paper)** • **Activity Centers**		
RTI **Envision:** • **Guided Practice** • **Reteach to Understand** • **Build Math Literacy** • **Intervention Activity** • **Technology Center: Math Games & Math Tools** • **Activity Centers**	**EXTENSION OPPORTUNITIES** **Amsti Math Resources**	