Wimberley ISD 5th Grade Mathematics Year at a Glance
2025-2026

1st Grading Period

Process Standards throughout all 9 weeks:
5.1(A) apply mathematics to problems arising in everyday life, society, and the workplace
5.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
5.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

Unit 1: Place Value Operations: Weeks 2-4

5.2(A) represent the value of the digit in decimals through the thousandths using expanded notation and numerals
5.2(B) compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =
5.2(C) round decimals to tenths or hundredths
5.3(A) estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division
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Unit 2: Addition/Subtraction of Decimals: Week 5-6

5.3(K) add and subtract positive rational numbers fluently

Unit 3:Multiplication of whole numbers and decimals: Week 6-8

5.3(B) multiply with fluency a three-digit number by a two-digit number using the standard algorithm
5.3(D) represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models
5.3(E) solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers

Readiness Standards
Supporting Standards

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2025-2026

2nd Grading Period

Process Standards throughout all 9 weeks:
5.1(A) apply mathematics to problems arising in everyday life, society, and the workplace
5.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
5.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

Unit 4: Long Division Whole and Decimal: Week 11-13
5.3(C) solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm
5.3(A) estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division
5.3(F) represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models
5.3(G) solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm

Unit 5: Review of 4th fraction operations/Prime Composite: Week 14-15
(These operations are required for all future fraction operations)
5.4(A) identify prime and composite numbers
4.3(A) represent a fraction a/b as a sum of fractions 1/b, where a and b are whole numbers and b > 0, including when a > b (Improper to mixed/mixed to improper)
4.3(B) decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations (simplest form)

Unit 6: Fraction Multiplication & Division: Weeks 15- 17
5.3(I) represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models
5.3(J) represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as 1/3 ÷ 7 and 7 ÷ 1/3 using objects and pictorial models, including area models
5.3(L) divide whole numbers by unit fractions and unit fractions by whole numbers

Readiness Standards
Supporting Standards

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2025-2026

3rd Grading Period

Process Standards throughout all 9 weeks:

5.1(A) apply mathematics to problems arising in everyday life, society, and the workplace

5.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution

5.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

Unit 7: Personal Finance: Weeks 19

5.10(A) define income tax, payroll tax, sales tax, and property tax 5.10(B) explain the difference between gross income and net income

5.10(E) describe actions that might be taken to balance a budget when expenses exceed income 5.10(F) balance a simple budget

Unit 8: Adding and Subtracting Fractions, Week 20 -21

5.3(H) represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations

5.3(K) add and subtract positive rational numbers fluently

4.3(A) represent a fraction a/b as a sum of fractions 1/b, where a and b are whole numbers and b > 0, including when a > b (Improper to mixed/mixed to improper)

4.3(B) decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations (simplest form)

Unit 9: Expressions and Equations: Weeks 22-24

5.4(E) describe the meaning of parentheses and brackets in a numeric expression

5.4(B) represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity

5.4(F) simplify numerical expressions that do not involve exponents, including up to two levels of grouping

Unit 10: Perimeter, Area & Volume: Weeks 25-26

5.6(A) recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible

5.6(B) determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base

5.4(H) represent and solve problems related to perimeter and/or area and related to volume

Unit 11: Classifying Shapes: Weeks 27

5.5(A) classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties

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4th Grading Period

Process Standards throughout all 9 weeks:
5.1(A) apply mathematics to problems arising in everyday life, society, and the workplace
5.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
5.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems

Unit 12: Coordinate Plane Graphing: Week 28-29
5.4(D) recognize the difference between additive and multiplicative numerical patterns given in a table or graph
5.8(A) describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin
5.8(B) describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane
5.4(C) generate a numerical pattern when given a rule in the form y = ax or y = x + a and graph
5.8(C) graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table

Unit 13: Graphs and Data Analysis: Week 30-31
5.9(C) solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot
5.9(A) represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots
5.9(B) represent discrete paired data on a scatterplot

Unit 14:STAAR Review Days: Weeks 32-33
Covering main Readiness standards that appear weak on previous assessments

Unit 15:Step up to 6th grade: Integers: Weeks 34-36
6.3(D) add, subtract, multiply, and divide integers fluently
6.3(C) represent integer operations with concrete models and connect the actions with the models to standardized algorithms

STAAR Testing - 4/23/26
Readiness Standards
Supporting Standard