

Grade 5

Pacing Guide

Go Math Correlation

2025-2026 - Lynwood Unified School District

Trimester 1

Diagnostic Assessment or Pretest (Optional) Use as an additional pacing tool to guide instruction. **August 14**

Beyond the Basic Facts In Trimester 1, Grade 5 focus on multiplication. **Daily**

Unit 1: Place Value System

August 15– September 5
(15 days)

Go Math Lesson	Teacher Resource Page #	Lesson Title Grouped lessons may be combined. <i>Optional lessons are in italics.</i>	Standard	Lesson Type
1.2, 3.2	2	Lesson 1 Read and Write Numbers to the Thousandths Place	5.NBT.3a▲	C
1.2, 3.2	12	Lesson 2 Read and Write Numbers to the Thousandths Place	5.NBT.3a▲	P
3.2, 1.2	24	Lesson 3 Expanded Form to the Thousandths Place	5.NBT.3a▲	C
3.2, 1.2	32	Lesson 4 Expanded Form to the Thousandths Place	5.NBT.3a▲	P
1.1, 1.2, 3.2	44	Lesson 5 Place Value Relationship	5.NBT.1▲	C
1.1, 1.2, 3.2	60	Lesson 6 Place Value Relationship	5.NBT.1▲	P
1.4	72	Lesson 7 Powers of 10 with Whole Numbers	5.NBT.2▲	C
1.4	80	Lesson 8 Powers of 10 with Whole Numbers	5.NBT.2▲	P
5.1, 4.1	92	Lesson 9 Powers of 10 with Decimals	5.NBT.2▲	C
5.1, 4.1	102	Lesson 10 Powers of 10 with Decimals	5.NBT.2▲	P
5.1, 4.1	114	Lesson 11 Compare Decimals	5.NBT.3b▲	C
5.1, 4.1	122	Lesson 12 Compare Decimals	5.NBT.3b▲	P
3.3	134	Lesson 13 Round Decimals to Any Place	5.NBT.4▲	C
3.3	136	Lesson 14 Round Decimals to Any Place	5.NBT.4▲	P
3.4	158	Lesson 15 Place Value	5.NBT.1▲ 5.NBT.2▲ 5.NBT.3▲ 5.NBT.4▲	MT

Unit 1 Assessment

September 8 & 9

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Unit 2: Multiplication and Division of Whole Numbers

September 10 – September 30
(15 days)

Go Math Lesson	Teacher Resource Page #	Lesson Title Grouped lessons may be combined. <i>Optional lessons are in italics.</i>	Standard	Lesson Type
1.3, 1.11	166	Lesson 1 Evaluate Expressions Containing Parentheses	5.OA.1	P
1.10	176	Lesson 2 Interpret Numerical Expressions	5.OA.2	P
6.4	188	Lesson 3 Prime Factorization	5.OA.2.1●	P
1.10-1.12	200	Lesson 4 Write and Evaluate Expressions	5.OA.1,2	P
1.11	212	Lesson 5 Introduction to Order of Operations	5.OA.1	P
N/A	224	Lesson 6 Linking the Area Model to the Multiplication Algorithm	5.NBT.5▲	C
N/A	236	<i>Lesson 7 Linking the Distributive Property to the Multiplication Algorithm</i>	5.NBT.5▲	C
1.6, 1.7	250	Lesson 8 Multiply Using the Standard Algorithm	5.NBT.5▲	P
2.4	262	Lesson 9 Divide Using the Place Value Strategy	5.NBT.6▲	C
2.4	270	Lesson 10 Divide Using the Place Value Strategy	5.NBT.6▲	P
N/A	282	Lesson 11 Divide Using an Area Model	5.NBT.6▲	C
N/A	292	Lesson 12 Divide Using an Area Model	5.NBT.6▲	P
N/A	304	Lesson 13 Divide Using the Area Model	5.NBT.6▲	C
N/A	312	Lesson 14 Divide Using an Area Model	5.NBT.6▲	P
N/A	324	Lesson 15 Multiplication and Division	5.OA.1 5.OA.2 5.NBT.5▲ 5.NBT.6▲	MT

Unit 2 Assessment

October 1 & 2

Unit 3: Add and Subtract Decimals

October 3 – October 14
(7 days)

Go Math Lesson	Teacher Resource Page #	Lesson Title Grouped lessons may be combined. <i>Optional lessons are in italics.</i>	Standard	Lesson Type
3.5, 3.8	334	Lesson 1 Build & Add Decimals on the Place Value Chart	5.NBT.7▲	C
N/A	346	<i>Lesson 2 Add Decimals: Number Line Strategy</i>	5.NBT.7▲	C
3.5, 3.8	356	Lesson 3 Add Decimals	5.NBT.7▲	P
3.6, 3.9	368	Lesson 4 Subtract Decimals: Build & Subtract on the Place Value Chart	5.NBT.7▲	C
N/A	382	<i>Lesson 5 Subtract Decimals: Number Line Strategy</i>	5.NBT.7▲	C

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3.6, 3.9	392	Lesson 6 Subtract Decimals	5.NBT.7▲	P
N/A	404	Lesson 7 Add and Subtract Decimals	5.NBT.7▲	MT
Unit 3 Assessment			October 15 & 16	
Unit 4: Multiply and Divide Decimals			October 17 – November 3 (12 days)	
Go Math Lesson	Teacher Resource Page #	Lesson Title Grouped lessons may be combined. <i>Optional lessons are in italics.</i>	Standard	Lesson Type
4.2, 4.4	414	Lesson 1 Multiply Decimals by Whole Numbers: Area Model	5.NBT.7▲	C
4.2, 4.4	426	Lesson 2 Multiply Decimals by Whole Numbers: Area Model	5.NBT.7▲	P
4.3	440	<i>Lesson 3 Multiply Decimals by Whole Numbers: Distributive Property</i>	5.NBT.7▲	C
4.1 – 4.4	448	Lesson 4 Multiply Decimals by Whole Numbers	5.NBT.7▲	P
4.6, 4.7	460	Lesson 5 Multiply Decimals by Decimals: Area Model	5.NBT.7▲	C
4.6, 4.7	470	Lesson 6 Multiply Decimals by Decimals: Area Model	5.NBT.7▲	P
N/A	482	<i>Lesson 7 Multiply Decimals by Decimals: Distributive Property</i>	5.NBT.7▲	C
4.6- 4.8	490	Lesson 8 Multiply Decimals by Decimals	5.NBT.7▲	P
5.5	502	Lesson 9 Divide Decimals: Measuring Up Strategy	5.NBT.7▲	C
5.2, 5.4	510	Lesson 10 Divide Decimals: Dealing Strategy	5.NBT.7▲	C
5.2, 5.4	518	Lesson 11 Divide Decimals	5.NBT.7▲	P
5.6, 5.7	532	Lesson 12 Multiply and Divide Decimals	5.NBT.7▲	MT
The IAB for the NBT domain may be administered (Optional).				
Unit 4 Assessment (Optional)			November 4 & 5	
Trimester 1 Cumulative Benchmark Review			November 6	
Trimester 1 Cumulative Benchmark			November 7 & 12	
Trimester 1 Performance Task			November 13 & 14	

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Trimester 2

Diagnostic Assessment or Pretest (Optional) Use as an additional pacing tool to guide instruction. **November 17**

Beyond the Basic Facts In Trimester 2, Grade 5 students continue to work on multiplication and division fluency. **Daily**

Unit 5: Add Fractions

**November 18 – December 10
(12 days)**

Go Math Lesson	Teacher Resource Page #	Lesson Title Grouped lessons may be combined. <i>Optional lessons are in italics.</i>	Standard	Lesson Type
6.5	2	Lesson 1 Simplify Fractions	5.NF.1▲	C
6.5	12	Lesson 2 Simplify Fractions	5.NF.1▲	P
6.3	24	Lesson 3 Reasonable Estimates: Fraction Sums	5.NF.2▲	C
7.2, 7.3, 7.6	32	Lesson 4 Convert between Mixed Numbers and Improper Fractions	5.NF.4a▲	P
6.1	44	Lesson 5 Add Fractions with Unlike Denominators Using an Area Model	5.NF.1▲ 5.NF.2▲	C
6.1	54	Lesson 6 Add Fractions with Unlike Denominators Using an Area Model	5.NF.1▲ 5.NF.2▲	P
N/A	66	Lesson 7 Add Fractions with Unlike Denominators Using a Number Line	5.NF.1▲ 5.NF.2▲	C
N/A	76	Lesson 8 Add Fractions with Unlike Denominators Using a Number Line	5.NF.1▲ 5.NF.2▲	P
6.6, 6.7, 6.10	88	Lesson 9 Add Fractions with Unlike Denominators Using an Algorithm	5.NF.1▲ 5.NF.2▲	C
6.6, 6.7, 6.10	98	<i>Lesson 10 Add Fractions with Unlike Denominators Using an Algorithm</i>	<i>5.NF.1▲ 5.NF.2▲</i>	<i>P</i>
N/A	110	Lesson 11 Add Fractions	5.NF.1▲ 5.NF.2▲	MT

Unit 5 Assessment

December 11 & 12

Unit 6: Subtract Fractions

**January 6 – January 22
(12 days)**

Go Math Lesson	Teacher Resource Page #	Lesson Title Grouped lessons may be combined. <i>Optional lessons are in italics.</i>	Standard	Lesson Type
6.3	118	Lesson 1 Reasonable Estimates: Fraction Differences	5.NF.1▲ 5.NF.2▲	C
6.2, 6.7	126	Lesson 2 Subtract Fractions with Unlike Denominators Using an Area Model (without regrouping)	5.NF.1▲ 5.NF.2▲	C

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6.2, 6.7	136	Lesson 3 Subtract Fractions with Unlike Denominators Using an Area Model (without regrouping)	5.NF.1▲ 5.NF.2▲	P
N/A	148	Lesson 4 Subtract Fractions with Unlike Denominators Using a Number Line	5.NF.1▲ 5.NF.2▲	C
N/A	158	Lesson 5 Subtract Fractions with Unlike Denominators Using a Number Line	5.NF.1▲ 5.NF.2▲	P
6.6, 6.7	<i>170</i>	<i>Lesson 6 Subtract Fractions with Unlike Denominators Using an Algorithm</i>	<i>5.NF.1▲ 5.NF.2▲</i>	<i>C</i>
6.6, 6.7	180	Lesson 7 Subtract Fractions with Unlike Denominators Using an Algorithm	5.NF.1▲ 5.NF.2▲	P
6.8	192	Lesson 8 Subtract Fractions with Unlike Denominators Using an Area Model (with regrouping)	5.NF.1▲ 5.NF.2▲	C
6.8	202	Lesson 9 Subtract Fractions with Unlike Denominators Using an Area Model (with regrouping)	5.NF.1▲ 5.NF.2▲	P
6.8	<i>214</i>	<i>Lesson 10 Subtract Fractions with Regrouping Using an Algorithm</i>	<i>5.NF.1▲ 5.NF.2▲</i>	<i>C</i>
6.8	222	Lesson 11 Subtract Fractions with Regrouping Using an Algorithm	5.NF.1▲ 5.NF.2▲	P
N/A	234	Lesson 12 Subtract Fractions	5.NF.1▲ 5.NF.2▲	MT

Unit 6 Assessment

January 23 & 26

Unit 7: Multiply Fractions

**January 27– February 11
(12 days)**

Go Math Lesson	Teacher Resource Page #	Lesson Title Grouped lessons may be combined. <i>Optional lessons are in italics.</i>	Standard	Lesson Type
8.3	242	Lesson 1 Fractions as Division	5.NF.3▲	C
8.3	<i>252</i>	<i>Lesson 2 Fractions as Division</i>	<i>5.NF.3▲</i>	<i>P</i>
N/A	264	Lesson 3 Reason about Multiplying Fractions	5.NF.5a▲	C
N/A	272	Lesson 4 Reason about Multiplying Fractions	5.NF.5a▲	P
7.5, 7.8	284	Lesson 5 Reason about Multiplying Fractions by One	5.NF.5b▲	C
7.5, 7.8	292	Lesson 6 Reason about Multiplying Fractions by One	4.NF.5b▲	P
7.4	304	Lesson 7 Reason about Multiplying a Fraction by a Fraction	5.NF.4b▲	C
7.2 – 7.4, 7.7	314	Lesson 8 Multiply Fractions Using an Area Model	5.NF.4b▲	C
7.2 – 7.4, 7.7	324	Lesson 9 Multiply Fractions Using an Area Model	5.NF.4b▲	P
7.6, 7.9	336	Lesson 10 Multiply Fractions Using an Algorithm	5.NF.4a▲	P

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7.10	348	Lesson 11 Solve Word Problems by Multiplying Fractions Using an Algorithm	5.NF.4a▲ 5.NF.6▲	P
N/A	360	Lesson 12 Multiply Fractions	5.NF.3▲ 5.NF.4▲ 5.NF.5▲ 5.NF.6▲	MT

Unit 7 Assessment

February 12 & 17

Unit 8: Divide Fractions

**February 18 – March 2
(9 days)**

Go Math Lesson	Teacher Resource Page #	Lesson Title Grouped lessons may be combined. <i>Optional lessons are in italics.</i>	Standard	Lesson Type
8.1	368	Lesson 1 Divide a Unit Fraction by a Whole Number-Word Problems	5.NF.7ac▲	C
8.5	378	Lesson 2 Divide a Unit Fraction by a Whole Number-Create a Story	5.NF.7a▲	C
8.4	388	Lesson 3 Divide a Unit Fraction by a Whole Number	5.NF.7ac▲	P
8.1, 8.4	400	Lesson 4 Divide a Whole Number by a Unit Fraction-Word Problems	5.NF.7bc▲	C
8.5	408	Lesson 5 Divide a Whole Number by a Unit Fraction-Create a Story	5.NF.7bc▲	C
8.4	416	Lesson 6 Divide a Whole Number by a Unit Fraction	5.NF.7bc▲	P
8.1 – 8.5	428	<i>Lesson 7 Word Problems Involving Unit Fractions and Whole Numbers</i>	5.NF.7abc▲	P
N/A	440	Lesson 8 Divide Fractions	5.NF.7abc▲	MT

The IAB for the NF domain may be administered (Optional).

Unit 8 Assessment (Optional)

March 3 & 4

Trimester 2 Cumulative Benchmark Review

March 5

Trimester 2 Cumulative Benchmark

March 6 & 9

Trimester 2 Performance Task

March 10 & 11

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Trimester 3

Diagnostic Assessment or Pretest (Optional) Use as an additional pacing tool to guide instruction. **March 12**

Beyond the Basic Facts In Trimester 3, Grade 5 students continue to work on multiplication and division fluency. **Daily**

Unit 9: Polygons and Volume March 13 – March 30 (11 days)

Go Math Lesson	Teacher Resource Page #	Lesson Title Grouped lessons may be combined. <i>Optional lessons are in italics.</i>	Standard	Lesson Type
11.1 – 11.3	2	<i>Lesson 1 Classifying Polygons</i>	5.G.3 5.G.4	C
11.1 – 11.3	22	Lesson 2 Classifying Polygons	5.G.3 5.G.4	C
11.1 – 11.3	30	Lesson 3 Classifying Polygons	5.G.3 5.G.4	P
11.5	42	Lesson 4 Finding Volume with Unit Cubes	5.MD.3b▲ 5.MD.4▲	C
11.5	52	<i>Lesson 5 Finding Volume with Unit Cubes</i>	5.MD.3b▲ 5.MD.4▲	P
11.6, 11.7	64	Lesson 6 Finding Volume Using the Area of the Base	5.MD.3b▲ 5.MD.4▲	C
11.6, 11.7	72	Lesson 7 Finding Volume Using the Area of the Base	5.MD.3b▲ 5.MD.4▲	P
11.8–11.10	84	<i>Lesson 8 Finding Volume Using an Algorithm</i>	5.MD.5b▲	C
11.8–11.10	94	Lesson 9 Finding Volume Using an Algorithm	5.MD.5b▲	P
11.11	106	Lesson 10 Finding the Volume of Three-Dimensional Figures	5.MD.5c▲	C
11.11	116	Lesson 11 Finding the Volume of Three-Dimensional Figures	5.MD.5c▲	P
N/A	128	Lesson 12 Polygons and Volume	5.MD.5abc▲ 5.MD.4▲	MT

Unit 9 Assessment **March 31 & April 1**

Unit 10: Graphing April 13 – May 1 (15 days)

Go Math Lesson	Teacher Resource Page #	Lesson Title Grouped lessons may be combined. <i>Optional lessons are in italics.</i>	Standard	Lesson Type
9.2	138	Lesson 1 Plotting Ordered Pairs	5.G.1	C
9.2	146	Lesson 2 Plotting Ordered Pairs: Scaled Coordinate Plane	5.G.1	C
9.2	156	Lesson 3 Plotting Ordered Pairs: Scaled Coordinate Plane	5.G.1	P

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9.2	170	Lesson 4 Graphing Shapes	5.G.1	C
9.2	186	Lesson 5 Graphing Shapes	5.G.1	P
9.2 – 9.4	200	Lesson 6 Finding the Location of an Ending Point Given a Starting Point	5.G.1, 2	C
9.2 – 9.4	208	Lesson 7 Finding the Location of an Ending Point Given a Starting Point	5.G.1, 2	P
9.2 – 9.4	220	Lesson 8 Locating a Point on the Coordinate Grid Using Cardinal Directions	5.G.1, 2	C
9.2 – 9.4	228	Lesson 9 Locating a Point on the Coordinate Grid Using Cardinal Directions	5.G.1, 2	P
9.2 – 9.4	240	Lesson 10 Coordinate Plane	5.G.1, 2	MT
9.5 – 9.7	252	Lesson 11 Identifying Relationships between Numerical Patterns	5.OA.3	C
9.5 – 9.7	262	Lesson 12 Identifying Relationships between Numerical Patterns	5.OA.3	P
9.5 – 9.7	<i>274</i>	<i>Lesson 13 Graphing Patterns</i>	<i>5.OA.3</i>	<i>C</i>
9.5 – 9.7	292	Lesson 14 Graphing Patterns	5.OA.3	P
9.3, 9.7	320	Lesson 15 Graph & Analyze Real World Data	5.G.2 5.OA.3	C
9.3, 9.7	334	Lesson 16 Graph & Analyze Real World Data	5.G.2 5.OA.3	P
N/A	358	Lesson 17 Representing Numerical Patterns	5.G.1 2.G.2 5.OA.3	MT

The IAB for the OA and Geometry domains may be administered (Optional).

Unit 10 Assessment

May 4 & 5

Unit 11: Measurement and Data

May 6 – May 19
(10 days)

Go Math Lesson	Teacher Resource Page #	Lesson Title Grouped lessons may be combined. <i>Optional lessons are in italics.</i>	Standard	Lesson Type
10.1, 10.4	370	Lesson 1 Length: Multi-Step Word Problems	5.MD.1	C
10.1, 10.4	380	Lesson 2 Length: Multi-Step Word Problems	5.MD.1	P
10.3, 10.4, 10.5, 10.6	392	Lesson 3 Weight: Multi-Step Word Problems	5.MD.1	C
10.3, 10.4, 10.5, 10.6	400	Lesson 4 Weight: Multi-Step Word Problems	5.MD.1	P
10.2, 10.4, 10.5	412	Lesson 5 Volume: Multi-Step Word Problems	5.MD.1	C
10.2, 10.4, 10.5	422	Lesson 6 Volume: Multi-Step Word Problems	5.MD.1	P

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N/A	436	Lesson 7 Measurement: Multi-Step word problems	5.MD.1	MT
9.1	444	Lesson 8 <i>Line Plots: Multi-Step Word Problems</i>	5.MD.2	C
9.1	454	Lesson 9 <i>Line Plots: Multi-Step Word Problems</i>	5.MD.2	P
9.1	468	Lesson 10 Line Plots: Multi-Step Word Problems with Division	5.MD.2	C
9.1	478	Lesson 11 Line Plots: Multi-Step Word Problems with Division	5.MD.2	P
N/A	496	Lesson 12 Line Plots	5.MD.2	MT

The IAB for the MD domain may be administered (Optional).

Unit 11 Assessment (Optional)	May 20 & 21
Trimester 3 Cumulative Benchmark Review	May 22
Trimester 3 Cumulative Benchmark	May 26 & 27
Trimester 3 Performance Task	May 28 & 29

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Grade 5

California Common Core State Standards for Mathematics

Operations and Algebraic Thinking

5.OA

Write and interpret numerical expressions.

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
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 $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*
- 2.1 Express a whole number in the range 2–50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as $2 \times 2 \times 2 \times 3$. ●

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *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, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Number and Operation in Base Ten

5.NBT

Understand the place value system.

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 1/10 of what it represents in the place to its left. ▲
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. ▲

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Number and Operation in Base Ten

5.NBT

Understand the place value system.

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 $1/10$ of what it represents in the place to its left. ▲
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. ▲
3. Read, write, and compare decimals to thousandths. ▲
 - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. ▲
 - b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. ▲
4. Use place value understanding to round decimals to any place. ▲

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm. ▲
6. Find whole-number quotients 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. ▲
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 addition and subtraction; relate the strategy to a written method and explain the reasoning used. ▲

Number and Operation - Fractions

5.NF

Use equivalent fractions as a strategy to add and subtract fractions.

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, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)* ▲
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by 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. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.* ▲

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Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3.	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>	▲
4.	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	▲
a.	Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$).	▲
b.	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.	Interpret multiplication as scaling (resizing), by:	▲
a.	Comparing 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.	▲
b.	Explaining 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); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	▲
6.	Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	▲
7.	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	▲
a.	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i>	▲
b.	Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i>	▲

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 □ indicates a standard added or modified by the state of California

- Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., 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?* ▲

Measurement and Data

5.MD

Convert like measurement units within a given measurement system.

- Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.

Represent and interpret data.

- 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.*

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

- Recognize volume as an attribute of solid figures and understand concepts of volume measurement. ▲
 - 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. ▲
 - 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. ▲
- Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. ▲
- Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. ▲
 - 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 threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. ▲
 - Apply the formulas $V = l \times w \times h$ and $V = b \times h$ 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. ▲
 - 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. ▲

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Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number 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, 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).

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.

Classify two-dimensional figures into categories based on their properties.

3. 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.*
4. Classify two-dimensional figures in a hierarchy based on properties.

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