Operations and Algebraic Reasoning			
Writes interprets, and evaluates numerical equations 5.OA.1, 5.OA.2			
Standards	Term 1 Expectations	Term 2 Expectations	Term 3 Expectations
5.OA.1	Use and evaluate one set of symbols in an expression.	Use **parentheses, brackets, or braces in numerical expressions, and evaluate** expressions with these symbols. (Understand Order of Operations.)	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. (Understand Order of Operations.)
5.OA.2	Write and interpret simple expressions with no more than two operations and interpret numerical expressions without evaluating them. For example, express the calculation "Add 8 and 7, then multiply by 2" as 2 X (8 + 7).	Write and interpret expressions using whole numbers **and all four operations**, and interpret numerical expressions without evaluating them. For example, express the calculation "Add 8 and 7, then multiply by 2" as 2 X (8 + 7).	Write and interpret simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them, including interpreting use of variables. For example, express the calculation "Add 8 and 7, then multiply by 2" as 2 X (8 + 7). Recognize that 3 X (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product..
Analyzes patterns and relationships 5.OA.3			
Standards	Term 1 Expectations	Term 2 Expectations	Term 3 Expectations
5.OA.3	N/A	Graph ordered pairs on a coordinate grid. Form ordered pairs from data represented in a table.	**Create two numerical patterns using two given rules.** **Identify relationships between corresponding terms** and form ordered pairs and graph on the coordinate plane. Ex: Given the rule 'add 3' and starting with 0 and 'add 6' starting with 0, generate terms in the resulting sequences and observe that the terms in one sequence are twice the corresponding term s in the other. Explain informally why this is so.
Number and Operations in Base Ten			
Understands the place value system 5.NBT.1, 5NBT.2, 5.NBT.3, 5.NBT.4			
Standards	Term 1 Expectations	Term 2 Expectations	Term 3 Expectations

5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times what it represents in the place to its right and 1/10 of what it represents in the place to its left.	Recognize that in a multi-digit number, a digit in one place represents 10 times what it represents in the place to its right and 1/10 of what it represents in the place to its left.	Recognize that in a multi-digit number, including decimals, a digit in any 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.
5.NBT.2	Correctly multiply whole numbers by powers of 10 and describe the patterns in the number of zeros.	Correctly multiply whole numbers by powers of 10 and describe the patterns in the number of zeros.	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.3	Use place value understanding to write whole numbers in expanded form and identify the value of digits in a given whole number.	Use place value understanding to write whole numbers **and decimals** in expanded form and identify the value of digits in a given number. **Read and write decimals to the thousandths** with no placeholder zeros. Represent decimals through thousandths by shading grids.	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 X 100 + 4 X 10 + 7 X 1 + 3 X (1 / 10) + 9 X (1 / 100) + 2 X (1 / 1000). **Compare two decimals** to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
5.NBT.4		Use grids or other tools to round decimals to the nearest tenth or hundredth in cases where rounding only affects one digit.	Use place value understanding to round decimals to any place.
Performs operations with mulit-digit whole numbers and with decimals to the hundredths 5.NBT.5, 5NBT.6, 5.NBT.7			
Standards	Term 1 Expectations	Term 2 Expectations	Term 3 Expectations
5.NBT.5	Fluently multiply multi-digit whole numbers by 1-digit and 2-digit whole numbers by 2-digit whole numbers using an efficient algorithm (partial quotients, area model, standard).	Fluently multiply multi-digit whole numbers. (Include **two-digit x four-digit numbers and, three-digit x three-digit** numbers) **using the standard algorithm.**	Fluently multiply multi-digit whole numbers. (Include two-digit x four-digit numbers and, three-digit x three-digit numbers) using the standard algorithm.
5.NBT.6	Use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division to solve division problems with up to 3-digit dividends and 1-digit or simple 2-digit divisors. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division to solve division problems with up **to 4-digit dividends** and 1-digit or 2-digit divisors. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	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.

5.NBT.7		Use grids to add and subtract decimals. Use algorithms to add and subtract decimals through tenths with regrouping and through hundredths without regrouping.	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 and between multiplication and division; relate the strategy to a written method and explain the reasoning used.
Demonstrate fluent recall of addition, subtraction, multiplication, and division facts Review of Grade 4 Standards			
Standards	Term 1 Expectations	Term 2 Expectations	Term 3 Expectations
Review	Demonstrates fluent recall of addition and subtraction facts to 20 Demonstrates fluent recall of multiplication facts and related division facts through 12 x 12	Demonstrates fluent recall of addition and subtraction facts to 20 Demonstrates fluent recall of multiplication facts and related division facts through 12 x 12	Demonstrates fluent recall of addition and subtraction facts to 20 Demonstrates fluent recall of multiplication facts and related division facts through 12 x 12
Number and Operations- Fractions			
Solves real world problems with fractions 5.NF.2			
Standards	Term 1 Expectations	Term 2 Expectations	Term 3 Expectations
5.NF.2	N/A	Use tools or visual models to solve word problems involving addition and subtraction of fractions and mixed numbers with like denominators. 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 .	Solve word problems involving addition and subtraction of fractions (and mixed numbers) 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 .
Uses equivalent fractions as a strategy to add or subtract fractions 5.NF.1			
Standards	Term 1 Expectations	Term 2 Expectations	Term 3 Expectations
5.NF.1	N/A	Use tools and visual models to add fractions or mixed numbers with unlike denominators when only one fraction needs to be replaced with an equivalent fraction. (Ex. ⅓ + ⅝).	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions **(one or more fractions need to be replaced)** with equivalent fractions (in such a way as to produce an equivalent sum or difference of fractions with like denominators.

Applies understanding of muliplication and division when multiplying and dividing fractions. 5.NF.3, 5.NF.4, 5.NF.5, 5.NF.6, 5.NF.7			
Standards	Term 1 Expectations	Term 2 Expectations	Term 3 Expectations
5.NF.3	N/A	Interpret a fraction as division of the numerator by the denominator (a/b= a÷b)	Interpret a fraction as division of the numerator by the denominator (a/b= a÷b)
5.NF.4	N/A	Find the area of a rectangle with one fractional side length by tiling it with unit squares and counting full and partial squares or using addition.	Interpret the product (a /b) x q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a x q / b. Find the area of a rectangle with one fractional side length by tiling it with unit squares and counting full and partial squares or using addition.
5.NF.5	N/A		Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number. Ex: 4 x ½ = 2. AND Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number. Ex 4 x 5/2= 10.
5.NF.6	N/A	Use tools and visual models to solve fraction-of problems involving a unit fraction and a whole number.	Solve real-world problems involving multiplication of fractions **(beyond unit frations) and mixed numbers** by using visual fraction models or equations to represent the problem.
5.NF.7	N/A	Use models to solve problems involving division of a unit fraction by a whole number. Use fraction multiplication to check the quotient of a division problem involving division of a unit fraction by a whole number.	Apply and extend previous understanding of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
Measurement and Data			
Converts like measurement units within a given measurement system 5.MD.1			
Standards	Term 1 Expectations	Term 2 Expectations	Term 3 Expectations
5.MD.1	Perform one-step unit conversion within the same measurement system. Use conversions to solve real-world problems when necessary conversions are identified.	Perform one-step **and multi-step unit conversion** within the same measurement system. Use conversions to solve real-world problems when necessary conversions are identified.	Perform one-step and multi-step unit conversion within the same measurement system. Use conversions to solve real-world problems when necessary conversions are identified.
Represents and interprets data using line plots 5.MD.2			
Standards	Term 1 Expectations	Term 2 Expectations	Term 3 Expectations

5.MD.2	N/A	N/A	Make a line plot (dot plot) to display a data set of measurements in fractions of unit (½ , ¼ , ⅛). Solve problems involving information presented in line plots (dot plots). Ex: Redistribute data on a line plot to show equal quantities.
Understands volume, and relates to multiplication and division 5.MD.3, 5.MD.4, 5.MD.5			
Standards	Term 1 Expectations	Term 2 Expectations	Term 3 Expectations
5.MD.3	Recognize volume as an attribute of 3-dimensional figures and understands concepts of volume measurement	Recognize volume as an attribute of 3-dimensional figures and understands concepts of volume measurement	Recognize volume as an attribute of 3-dimensional figures and understands concepts of volume measurement
5.MD.4	Find volume by counting unit cubes, including partially packed prisms when the dimensions of the prism are clearly shown.	Find volume by counting unit cubes, including partially packed prisms when the dimensions of the prism are clearly shown.	Measure volumes by counting unit cubes (ex: cubic cm, cubic ft., or improvised units).
5.MD.5	Apply the volume formula to find the volume of a right rectangular prism. V= l x w x h and V = B (area base) x h. Find the volume of figures composed of right rectangular prisms. (Understand that when figures are composed of two or more right rectangular prisms the area can be found by adding the volumes of individual parts.)	Apply the volume formula to find the volume of a right rectangular prism. V= l x w x h and V = B (area base) x h. Find the volume of figures composed of right rectangular prisms. (Understand that when figures are composed of two or more right rectangular prisms the area can be found by adding the volumes of individual parts.)	Apply the volume formula to find the volume of a right rectangular prism. V= l x w x h and V = B (area base) x h. Find the volume of figures composed of right rectangular prisms. (Understand that when figures are composed of two or more right rectangular prisms the area can be found by adding the volumes of individual parts.)
Geometry			
Graph points on the coordinate plane to solve real-world and mathematical problems 5.G.1, 5.G.2			
Standards	Term 1 Expectations	Term 2 Expectations	Term 3 Expectations
5.G.1	N/A	Use coordinates to graph and name points in the first quadrant of the coordinate plane. Understand that the first number of a coordinate 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. Use vocabulary (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Use coordinates to graph and name points in the first quadrant of the coordinate plane. Understand that the first number of a coordinate 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. Use vocabulary (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

5.G.2	N/A	Plot points to represent given information.	Represent real-world and mathematical problems by graphing in the first quadrant and **interpret coordinate values** of points in context of the situation. Ex: Graphing points from input/output table with missing values.
Classifies two-dimensional figures into categories based on their properties 5.G.3, 5.G.4			
Standards	Term 1 Expectations	Term 2 Expectations	Term 3 Expectations
5.G.3	N/A	N/A	Understand that attributes belonging to a category of 2-dimensional figures also belong to all subcategories of that category. Ex: all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
5.G.4	N/A	N/A	Classify 2-dimensional figures in a hierarchy based on properties
Standards for Mathematical Practice			
Makes sense of problems and perseveres in solving them SMP.1, SMP.2, SMP.7, SMP.8			
Standards	Term 1 Expectations	Term 2 Expectations	Term 3 Expectations
*Students explain the meaning of a problem to themselves and can discuss how they solved it. They ask themselves,"Does this make sense?"and "Can I solve this problem a different way?" They often use another method to check their answer.			
*Students recognize that a number represents a specific quantity and can write simple expressions and create logical representations of problem situations.			
*Students recognize pattern and structure. Ex: Students use properties of operations to explain calculations (partial products model).			
*Students use clear and precise language (oral and written), organize their work, and are accurate. Ex: Students use appropriate labels when creating a line plot.			
*Students notice repetitive actions in computation to make generalizations. They also use models to explain patterns and generate their own algorithms. Ex: Students use visual fraction models to write equivalent fractions.			
Models and explains using tools SMP.3, SMP.4 SMP.5, SMP.6			
Standards	Term 1 Expectations	Term 2 Expectations	Term 3 Expectations
*Students ask and can explain questions such as: "How did you get that? And "Why is that true?" They explain their thinking and make connection between models and equations.			
*Students should evaluate their results in the context of the situation and reflect on whether the results make sense. They experiment with representing problem situations in multiple ways including numbers, words (using mathematical language), drawing pictures, using objects, making a chart, list, or graph, creating equations, etc. They should be able to use all of these representations as needed.			
*Students consider available tools (including estimation) when solving mathematical problems and decide when certain tools might be helpful. Ex: A student uses graph paper or a number line to represent and compare decimals or uses a protractor to measure an angle.			
*Students use clear and precise language (oral and written), organize their work, and are accurate. Ex: Students use appropriate labels when creating a line plot.			