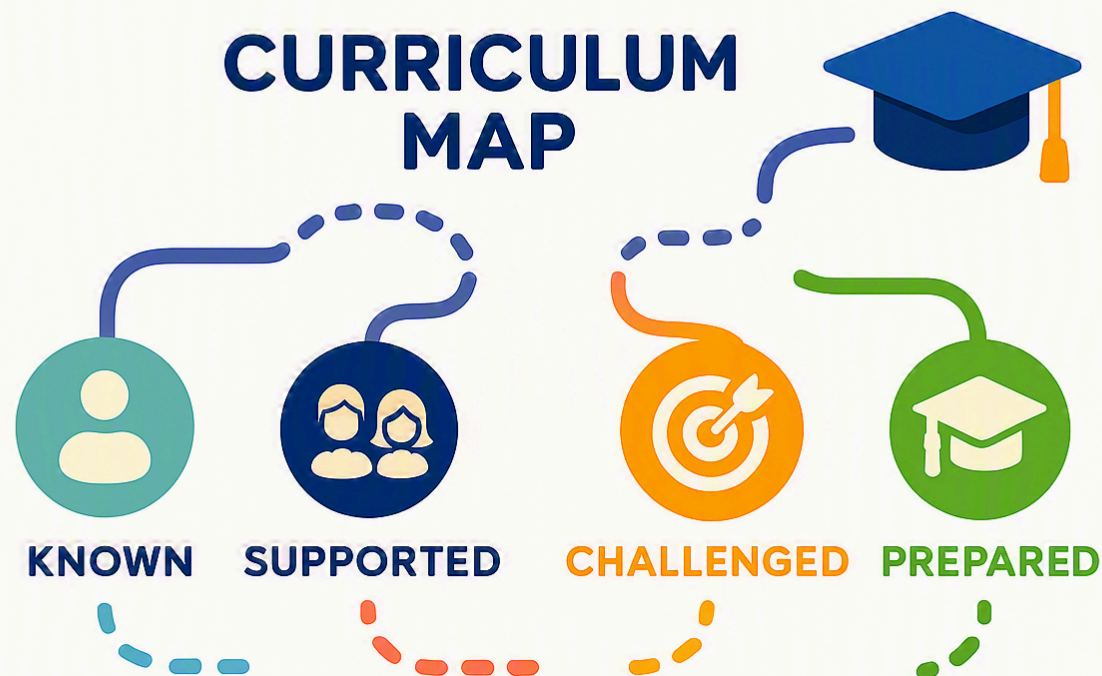


Every student in BISD will be known,
supported, challenged, and prepared.



Quarter 1 <i>August 12, 2026 - October 8, 2026</i>	
Learning Objective	TEKS
<i>The student will be able to . . .</i>	
- use place value patterns to understand the thousandths place. - use place value understanding to reason abstractly about values of digits in decimals. - use place value understanding to convert metric units.	5.2A represent the value of the digit in decimals through the thousandths using expanded notation and numerals 5.7A solve problems by calculating conversions within a measurement system, customary or metric
- name decimals in expanded notation, unit form, and word form by applying place value reasoning. - compare and order decimals to the thousandths using like units, and express comparisons with $>$, $<$, and $=$. - compare and order decimals using rounding.	5.2B compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$ 5.2A represent the value of the digit in decimals through the thousandths using expanded notation and numerals
round a given decimal to any place using place value understanding and the vertical number line.	5.2C round decimals to tenths or hundredths.
represent and solve one- or two-step division problems.	5.4B: represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity 5.3C: solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm

represent and solve multi-step problems involving multiplication and division.	5.4B: represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity 5.3B: multiply with fluency a three-digit number by a two-digit number using the standard algorithm 5.3C: solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm
simplify numerical expressions without parentheses or brackets involving whole numbers.	5.4F: simplify numerical expressions that do not involve exponents, including up to two levels of grouping
simplify numerical expressions that include parentheses and brackets involving whole numbers.	5.4E: describe the meaning of parentheses and brackets in a numeric expression 5.4F: simplify numerical expressions that do not involve exponents, including up to two levels of grouping
- simplify numerical expressions involving whole numbers. - identify prime and composite numbers.	5.4A: identify prime and composite numbers
represent the value of a decimal using expanded notation.	5.2A: represent the value of the digit in decimals through the thousandths using expanded notation and numerals
- compare two decimal values using comparison symbols. - compare and order decimal values using comparison symbols.	5.2B: compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$
compare, order, and round decimals.	5.2B: compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$ 5.2C: round decimals to tenths or hundredths
round a decimal to the tenths and hundredths place.	5.2C: round decimals to tenths or hundredths

• solve one-step addition and subtraction problems involving whole numbers and decimals. • solve addition and subtraction problems involving decimals.	5.3K: add and subtract positive rational numbers fluently
• estimate, and solve one-step and multi-step addition and subtraction problems involving decimals.	5.3K: add and subtract positive rational numbers fluently 5.3A: estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division
• represent and solve multiplication of decimals to the tenths.	5.3E: 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 5.3D: represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models
• represent, estimate, and solve for products of decimals to the hundredths.	5.3A: estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division 5.3D: represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models 5.3E: 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
• solve for products of decimals to the hundredths.	5.3E: 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
• represent and solve for quotients of decimals up to a four-digit dividend and a one-digit divisor.	5.3F: 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 5.3G: 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
represent, estimate, and solve for quotients of decimals up to a four-digit dividend and a two-digit divisor.	5.3A: estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division 5.3F: 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 5.3G: 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
solve for quotients of decimals up to a four-digit dividend and a two-digit divisor.	5.3G: 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

Quarter 2 <i>October 14, 2026 - December 18, 2026</i>	
Learning Objective	TEKS
<i>The student will be able to ...</i>	
solve for quotients of decimals up to a four-digit dividend and a two-digit divisor.	5.3G 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
multiply and divide decimals.	5.3E 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 5.3G 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
simplify numerical expressions with one level of grouping involving whole numbers and decimals.	5.4E describe the meaning of parentheses and brackets in a numeric expression 5.4F simplify numerical expressions that do not involve exponents, including up to two levels of grouping
simplify numerical expressions involving whole numbers and decimals.	5.4F simplify numerical expressions that do not involve exponents, including up to two levels of grouping
represent and solve the addition and subtraction of fractions with unequal denominators.	5.3H 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
solve one-step addition and subtraction problems by converting fractions.	5.3K add and subtract positive rational numbers fluently

• add and subtract positive rational numbers fluently. • add and subtract positive rational numbers.	
• estimate the solution to fraction multiplication problems. • estimate the solution to fraction division problems.	5.3A estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division
• represent and solve the multiplication of a whole number by a fraction. • represent and solve the multiplication of a fraction by a whole number.	5.3I 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
• represent and solve the division of a whole number by a unit fraction. •	5.3J represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models 5.3L divide whole numbers by unit fractions and unit fractions by whole numbers
• divide whole numbers by unit fractions and unit fractions by whole numbers.	5.3L divide whole numbers by unit fractions and unit fractions by whole numbers
• represent and solve problems involving multiplication and	5.3I represent and solve multiplication of a whole number and a

division of whole numbers and fractions.	fraction that refers to the same whole using objects and pictorial models, including area models 5.3J represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models 5.3L divide whole numbers by unit fractions and unit fractions by whole numbers
represent and solve problems involving multiplication and division of whole numbers and fractions.	5.3I 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 5.3L divide whole numbers by unit fractions and unit fractions by whole numbers
- simplify numerical expressions with one level of grouping involving whole numbers, decimals, and fractions. - simplify numerical expressions involving positive rational numbers.	5.4F simplify numerical expressions that do not involve exponents, including up to two levels of grouping

Quarter 3 <i>January 5, 2027 - March 19, 2027</i>	
Learning Objective	TEKS
<i>The student will be able to ...</i>	
simplify numerical expressions involving positive rational numbers.	5.4F simplify numerical expressions that do not involve exponents, including up to two levels of grouping
define the different types of taxes and explain the difference between gross and net income.	5.10A define income tax, payroll tax, sales tax, and property tax 5.10B explain the difference between gross income and net income
develop and balance a budget	5.10D develop a system for keeping and using financial records 5.10F balance a simple budget
balance a budget and describe the actions needed to be taken if expenses exceed income.	5.10E describe actions that might be taken to balance a budget when expenses exceed income 5.10F balance a simple budget 5.3K add and subtract positive rational numbers fluently
identify the advantages and disadvantages of different methods of payment, balance a budget, and describe the actions needed to be taken if expenses exceed income.	5.10C identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card, and electronic payments 5.10E describe actions that might be taken to balance a budget when expenses exceed income 5.10F balance a simple budget

• classify quadrilaterals in a hierarchy of sets and subsets using a graphic organizer based on their attributes and properties. • classify triangles in a hierarchy of sets and subsets using a graphic organizer based on their attributes and properties. • classify triangles and quadrilaterals in a hierarchy of sets and subsets using a graphic organizer based on their attributes and properties.	5.5A classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties
• represent and solve perimeter problems. • represent and solve area problems. • represent and solve area problems related to volume.	5.4H represent and solve problems related to perimeter and/or area and related to volume
• use concrete and pictorial models to determine the formula for the volume of a rectangular prism. • determine the volume of a rectangular prism when the volume is unknown.	5.6A 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 5.6B 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 5.4G use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube ($V = l \times w \times h$, $V = s \times s \times s$, and $V = Bh$)
• determine the height of a rectangular prism when the volume is known. • determine the base of a rectangular prism when the volume is known. • solve problems related to the volume of a rectangular prism.	5.6B 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 5.4H represent and solve problems related to perimeter and/or area and related to volume
• solve problems related to the volume of a rectangular prism.	5.4H represent and solve problems related to perimeter and/or area and related to volume

• solve problems involving whole-number conversions within metric systems. • solve problems involving whole-number conversions within customary systems. • solve problems involving positive whole numbers and decimal conversions within the customary and metric systems. • solve problems involving conversions within customary and metric systems.	5.7A solve problems by calculating conversions within a measurement system, customary or metric
• graph ordered pairs on a coordinate plane.	5.8A 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 5.8A 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 5.8C 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

- graph ordered pairs generated from an additive numerical pattern. - graph ordered pairs generated from a multiplicative numerical pattern.	5.4C generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph 5.8C 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
graph ordered pairs generated from a numerical pattern.	5.4C generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph 5.4D recognize the difference between additive and multiplicative numerical patterns given in a table or graph 5.8C 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
represent and solve problems using data from a scatterplot.	5.9B represent discrete paired data on a scatterplot 5.9C solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot

Quarter 4 <i>March 22, 2027 - May 27, 2027</i>	
Learning Objective	TEKS
<i>The student will be able to ...</i>	
- describe the key attributes of the coordinate plane. - construct a coordinate system on a plane. - name points using coordinate pairs, and use the coordinate pairs to plot points. - name points using coordinate pairs, and use the coordinate pairs to plot points. - investigate patterns in vertical and horizontal lines, and interpret points on the plane as distances from the axes. - plot points, use them to draw lines in the plane, and describe patterns within the coordinate pairs.	5.8A 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. 5.8B describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane 5.8C 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.
- generate a number pattern from a given rule, and plot the points. - generate two number patterns from given rules, plot the points, and analyze the patterns. - compare the lines and patterns generated by addition rules and multiplication rules. - analyze number patterns created from mixed operations. - create a rule to generate a number pattern, and plot the points. - use coordinate systems to solve real-world problems.	5.4C generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph. 5.4D recognize the difference between additive and multiplicative numerical patterns given in a table or graph. 5.8C 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.

- collect and represent data using dot plots. - represent data using stem-and-leaf plots. - collect and represent discrete paired data on a scatterplot. - describe patterns and solve problems by using scatterplots. - solve problems using bar graphs and double bar graphs.	5.9A 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. 5.9B represent discrete paired data on a scatterplot. 5.9C solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot.
- make sense of and solve multi-step problems. - add and subtract positive rational numbers fluently.	5.1B 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. 5.3K add and subtract positive rational numbers fluently.
- draw symmetric figures on the coordinate plane. - plot data on line graphs and analyze trends.	5.8C 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.
solidify writing and interpreting numerical expressions.	5.4E describe the meaning of parentheses and brackets in a numeric expression. 5.4F simplify numerical expressions that do not involve exponents, including up to two levels of grouping.
- divide whole numbers by unit fractions. - divide unit fractions by whole numbers.	5.3L divide whole numbers by unit fractions and unit fractions by whole numbers.
simplify expressions.	5.4F simplify numerical expressions that do not involve exponents, including up to two levels of grouping.
classify two-dimensional figures using graphic organizers.	5.5A classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.

represent and solve problems related to perimeter, area and related volume.	5.4H represent and solve problems related to perimeter and/or area and related to volume.
solve problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot.	5.9C solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot.
Connecting to Grade 6 and Beyond	
classify numbers using a visual representation and identify opposites.	6.2A classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets. 6.2B identify a number, its opposite, and its absolute value.
locate and compare integers arising from mathematical and real-world contexts.	6.2C locate, compare, and order integers and rational numbers using a number line.