

[illegible]

EnVision Math Grade 5 Curriculum Map

Basic Skills/Computation to Address	Review and practice basic + facts Basic - facts + and – algorithms (3.2.E) Xtramath.org will support quick recall of facts	Basic multiplication and division facts	Mastery of multiplication and division facts. By the end of 3rd grade, I will know from memory all the multiplication facts to 100 and use strategies for division facts (3.OA.7)	Review multiplication and division facts	Review multiplication and division facts	Review multiplication and division facts	Review multiplication and division facts	Review multiplication and division facts	Review multiplication and division facts	Use Google Apps as an additional resource to create surveys.	Be able to identify, describe & sketch squares, rectangles, parallelograms, rhombi, trapezoids kites, intersecting , parallel, perpendicular lines, and line segments.	
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Learning Targets CCSS(Common Core State Standards)	<i>Additional CCSS Covered:</i> ~I can recognize that in a multi-digit number, a digit in one place is 10 times as much as the digit to its right and 1/10 of the digit to its left (5.NBT.1) ~I can read, write, and compare decimals to thousandths. (5.NBT.3) ~I can read and write decimals to thousandths using base-ten numerals, number names, and expanded form. (5.NBT.3.a) ~I can compare two decimals to thousandths based on meanings of the digits in each place using $>$, $=$, and $<$	~I can represent and add and subtract decimals to the thousandths place (5.2.B, F) I can add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies and relate the strategy to a written method and explain my reasoning. (5.NBT.7) ~I can use estimation or exact measure when adding or subtracting decimals. (5.2.E, G) I can add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies	<i>Additional CCSS Covered:</i> ~I can explain patterns in the number of zeros of the product when multiplying a number by powers of 10. (5.NBT.2) ~I can fluently multiply multi-digit whole numbers using the standard algorithm. (5.NBT.5) ~I can use parentheses, brackets, or braces in numerical expressions and evaluate these expressions. (5.OA.1) ~I can write simple expressions that record calculations with numbers, and interpret numerical expressions	~I can determine quotients for multiples of 10 and 100 (5.1.B) I can find whole number quotients of whole numbers with up to 4-digit dividends and 2-digit divisors and illustrate and explain the calculation. (5.NBT.6)(CCSS does not specifically ask for multiples of 10) ~I can divide a four-digit number by a one or two-digit divisor using the standard long-division algorithm. (5.1. C.) I can find whole number quotients of whole numbers with up to 4-digit dividends and 2-digit divisors and illustrate and explain the calculation. (5.NBT.6)(CCSS requires algorithm in	~I can write rules for a pattern based on two operations (5.4.B) I can generate two numerical patterns using two given rules, identify relationships between corresponding terms, form ordered pairs from the patterns, and graph them on a coordinate plane. (5.OA.3)(CCSS does not require rule) ~I can write an algebraic expression to represent a situation and apply variables (5.4.C) I can use parentheses, brackets, or braces in numerical expressions and evaluate these expressions. (5.OA.1) ~I can place ordered pairs on a	~I can identify the least common multiple and greatest common factor of two numbers (5.2.D) I can find the greatest common factor of two whole numbers. (6.NS.4) ~I can classify a number as prime or composite (5.5.A) I can find all the factor pairs of a whole number from 1-100, recognize the relationship between a multiple and a factor, and determine whether a number is prime or composite. (4.OA.4)	~I can add and subtract fractions and mixed numbers using place value models and common denominators, LCM, GCF (5.2.A) I can add and subtract fractions with unlike denominators. (5.NF.1) I can solve word problems involving addition and subtraction of fractions referring to the same whole by using visual fraction models or equations. (5.NF.2)(The CCSS do not expect students to make the connection between the visual representation and the equation) ~I can use estimation or exact measure when adding or	~I can add and subtract fractions and mixed numbers using place value models and common denominators, LCM, GCF (5.2.A) I can add and subtract fractions with unlike denominators. (5.NF.1) I can solve word problems involving addition and subtraction of fractions referring to the same whole by using visual fraction models or equations. (5.NF.2)(The CCSS do not expect students to make the connection between the visual representation and the equation) ~I can use estimation or exact measure when adding or	Missing: ~I can construct and interpret line graphs (5.5.C) ~I can determine and interpret the mean of a set of whole numbers. (5.5.B)	~I can sort angles into acute, obtuse, or right (5.3.B) I can understand concepts of angles and measure angles. (4.MD.5) I can measure angles using a protractor and sketch angles with a specified measure. (4.MD.6) I can draw and classify lines and angles. (4.G.1) ~I can describe and sort triangles (5.3 .C) I can classify two-dimensional figures and recognize and identify right angles. (4.G.2)	
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	symbols. (5.NBT.3b) and relate the strategy to a written method and explain my reasoning. (5.NBT.7) Other CCSS addressed: ~I can use place value understanding to round decimals to any place. (5.NBT.4)	without evaluating them. (5.OA.2)	6th grade) ~I can mentally divide a two-digit number by a one-digit divisor (5.1.E) I can find whole number quotients of whole numbers with up to 4-digit dividends and 2-digit divisors and illustrate and explain the calculation. (5.NBT.6)(CCSS does not require mental math) ~I can solve multi-step division word problems (5.1.F) (CCSS Mathematical practices) Missing: ~I can divide a four-digit number by a one or two-digit divisor using the place value models (5.1.A.) ~I can estimate reasonable quotients (5.1.D)	coordinate grid (5.4.D) I can generate two numerical patterns using two given rules, identify relationships between corresponding terms, form ordered pairs from the patterns, and graph them on a coordinate plane. (5.OA.3)(CCSS does not require the line) ~I can graph points on a coordinate plane to solve real-world and mathematical problems. (5.G.2) ~I can use a pair of perpendicular lines to define a coordinate system. (5.G.1) Missing: ~I can create a pattern based on a given rule (5.4.A) Additional		subtracting fractions or mixed numbers (5.2.E, G) I can solve word problems involving addition and subtraction of fractions referring to the same whole by using visual fraction models or equations. (5.NF.2) I can add and subtract fractions with unlike denominators. (5.NF.1) ~I can solve word problems involving addition and subtraction of fractions (5.2.H) I can solve word problems involving addition and subtraction of fractions referring to the same whole by using visual fraction models or equations. (5.NF.2)	subtracting fractions or mixed numbers (5.2.E, G) I can solve word problems involving addition and subtraction of fractions referring to the same whole by using visual fraction models or equations. (5.NF.2) I can add and subtract fractions with unlike denominators. (5.NF.1) ~I can solve word problems involving addition and subtraction of fractions (5.2.H)				
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					CCSS Covered:		~I can find common denominator s (5.2.C) <i>I can add and subtract fractions with unlike denominator s. (5.NF.1)</i>				
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