5th GRADE PRIORITY MATH GOALS

Building Number Sense!

Dr. Nicki Newton 2022

I can work with whole numbers!

I can evaluate

order of operations

by using parenthesis ( ), brackets [ ] or braces {} **in numerical expressions.**

Example:

(2 + 8) + 24 - 12 = ?

I can write

simple expressions

that record calculations with numbers.

Example:

Add 7 and 4 then multiply by 3.

I can interpret

numerical expressions

without evaluating them.

Example:

Recognize that

2 x (1,213 + 89) is twice as much as 1,213 + 89

I can understand,

explain and solve

problems with whole numbers.

I can 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.

Example:

55,555

50,000 + 5000 + 500 + 50 + 5

I can explain patterns in the zeros when you multiply by powers of 10.

30 x 10

3 x 100

3 x 1000

I can explain patterns of decimals when multiplying or dividing by powers of 10.

2 divided by 10

.2 divided by 100

.20 divided by 1000

I can fluently multiply multi-digit whole numbers using the standard algorithm.

Example:

12 x 15 = 180

I have strategies to divide up to 4 digit dividends by 2 digit divisors.

Example:

155 ÷ 7

20 + 2

140	14	1

(140 ÷ 7) + (14 ÷ 7) = 20 + 2 = 22 Remainder of 1

I can show and explain division using equations, rectangular arrays, and/or area models.

Example:

1550 ÷ 70

20 + 2

1400	140	10

Q = 22

R = 10

I can explain and use exponents.

Example:

2 x 0.1 = 0.20

2 x 0.01 = 0.02

I can read, write and compute with decimals.

.02 .7 .009

.99 + 0.05

three-tenths

2 x .01

Dr. Nicki Newton 2022

I can read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,

347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).

.458 = 458/1000

four hundred fifty-eight thousandths

I can compare 2 decimals to thousandths using symbols. >, =, and < to record the results of comparisons.

.75 > .33

.15 < .50

.250 = .25

I can round decimals.

Example:

.25 rounds to .30

.7 rounds to 1

I can add decimals to hundredths using strategies and models.

I can subtract decimals to hundredths using strategies and models.

I can multiply decimals to hundredths using strategies and models.

I can divide decimals to hundredths using strategies and models.

Example:

2 x .02 = .04

.70 + .70 = 1.40

.95 – .47 = .48

.21 ÷ 3 = .07

FRACTIONS

Dr. Nicki Newton 2022

I can add fractions with unlike denominators using models and strategies.

I can subtract fractions with unlike denominators using models and strategies.

Example:

$$\frac{3}{4} + \frac{1}{6} = \frac{9}{12} + \frac{2}{12} = \frac{11}{12}$$

I can solve fraction word problems involving adding with models and equations.

I can solve fraction word problems involving subtraction with models and equations.

Sue drank ¼ of a liter of water in the morning and 2/8 in the afternoon. How much of the liter did she drink altogether?

$$\frac{1}{4} + \frac{2}{8} = \frac{2}{8} + \frac{2}{8} = \frac{4}{8} = \frac{1}{2}$$

I can reason about answers using benchmark fractions and number sense.

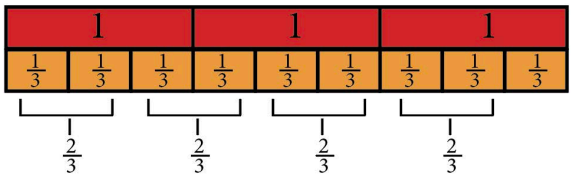
$\frac{3}{4} + \frac{2}{8}$ is a little more than 1

I can recognize errors by reasoning.

I can interpret a fraction as division of the numerator by the denominator.

Interpret $\frac{2}{8}$ as a result of dividing 2 by 8.

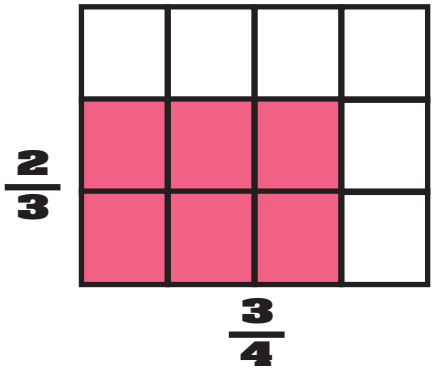
I can solve division word problems that result in answers with fractions or mixed numbers with models and equations.



$$3 \div \frac{2}{3} = 4\frac{1}{2}$$

$$\frac{3}{1} \times \frac{3}{2} = \frac{9}{2} = 4\frac{1}{2}$$

I can find the area of a rectangle with fractional side lengths.



I can reason about the size of factors in a multiplication problem.

I know that $\frac{1}{4}$ times a $\frac{1}{4}$ is less than **1** whole.

I can explain that multiplying a given number by a fraction greater than 1 results in a product greater than the given number.

$2 \times \frac{5}{3}$ is going to be two groups of $\frac{5}{3}$.

I can reason about the product when multiplying a given number by a fraction less than 1.
For example 2 x 1/4 is 2 groups of 1/4 which is 1/2.

$$\frac{1}{2} \times 2 = 1$$

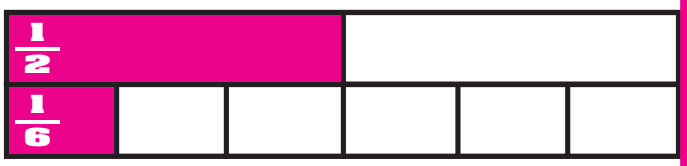
I can solve real world problems involving multiplication of fractions and mixed numbers.

My brother gave me half of his candy bar. I gave ½ of my ½ to my sister. She got $\frac{1}{4}$ of the whole candy bar.

$\frac{1}{2} \times \frac{1}{2}$

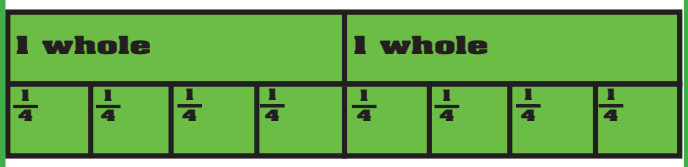
I can divide a fraction by a whole number.

$$\frac{1}{2} \div 3 = \frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$$



I can divide a whole number by a fraction.

$$2 \div \frac{1}{4} = 8$$



I can explain and calculate volume.

I recognize volume as an attribute of solid figures and understand concepts of volume measurement.

I understand that volume describes how much space can be filled in a container .

I understand that volume can be described with various units of measure including counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

I can solve real word problems involving volume. I can use the formula v = l x w x h or v = b x h to find the volumes of right rectangular prisms with whole number edge lengths.

The box measured 3 ft by 4 ft by 5 ft. The volume was 60 cubic feet.

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order of operations

by using parenthesis ( ), brackets [ ] or braces {} in numerical expressions.

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Example:

Recognize that

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I CAN GENERATE

two numerical patterns using the two rules given. Identify apparent relationships between corresponding terms.

0 4 8 12 16 20 24 28 32 36 40

0 8 16 24 32 40 48 56 64 72 80

What do you noctice?

I can 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.

Example:

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50,000 + 5000 + 500 + 50 + 5

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I have strategies to divide up to 4 digit dividends by 2 digit divisors.

Example:

155 ÷ 7

20 + 2

140	14	1

(140 ÷ 7) + (14 ÷ 7) = 20 + 2 = 22 Remainder of 1

I can show and explain division using equations, rectangular arrays, and/or area models.

Example:

1550 ÷ 7

20 + 2

1400	140	10

Q = 22
R = 10

I can can explain and use exponents.

Example:

$2 \times 10 = 20$

$2 \times 10^2 = 200$

I can read, write and compute with decimals.

.02 .7 .009

.99 + 0.05

three-tenths

2 x .01

I can read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,

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four hundred fifty-eight thousandths

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Interpret $\frac{2}{8}$ as a result of dividing 2 by 8.

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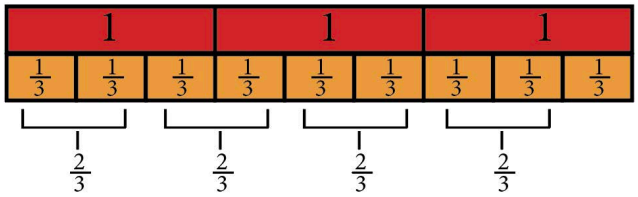

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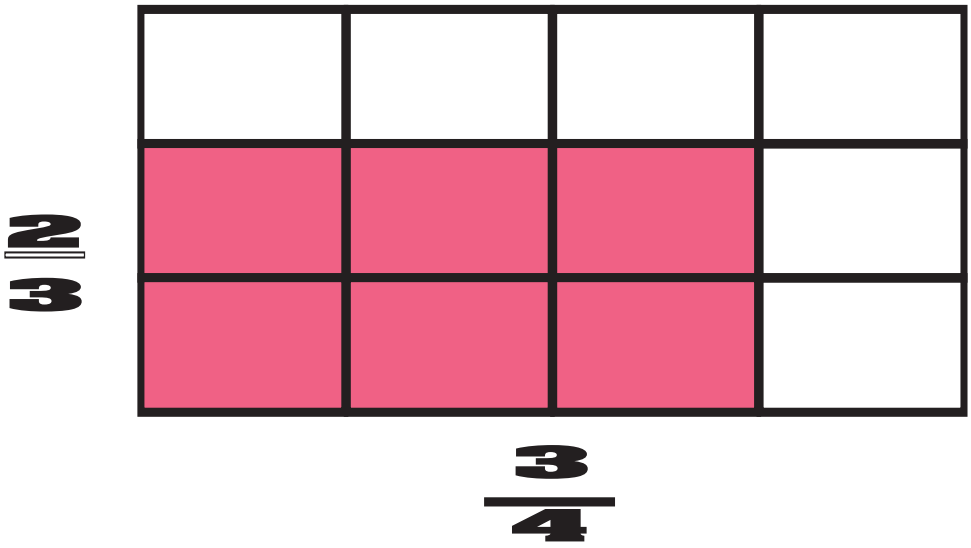

I can reason about the size of factors in a multiplication problem.

I know that $\frac{1}{4}$ times a $\frac{1}{4}$ is less than **1** whole.

I can explain that multiplying a given number by a fractiön greater than 1 results in a pröduct greater than the given number.

2 x $\frac{5}{3}$ is going to be two groups of $\frac{5}{3}$.

I can reason about the product when multiplying a given number by a fraction less than 1.

$$\frac{1}{2} \times 2 = 1$$

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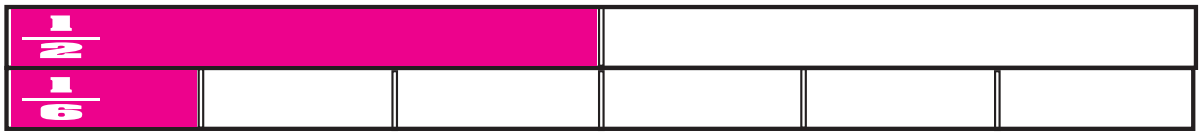

I can divide a whole number by a fraction.

$$2 \div \frac{1}{4} = 8$$

I recognize

volume as an attribute of solid figures and understand concepts of volume measurement.

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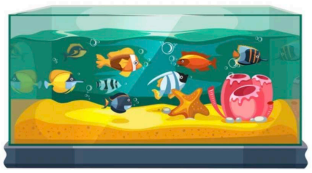

I can solve real word problems involving volume. I can use the formula v = l x w x h or v = b x h to find the volumes of right rectangular prisms with whole number edge lengths.

The box measured 3 ft by 4 ft by 5 ft. The volume was 60 cubic feet.

I can evaluate

order of operations

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in numerical expressions.

Example:

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I can write simple expressions that record calculations with numbers.

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Add 7 and 4 then multiply by 3.

I can interpret numerical expressions without evaluating them.

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Recognize that

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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.

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Q = 22
R = 10

I CAN explain and use exponents.

Example:

$$2 \times 10 = 20$$
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I CAN READ, WRITE AND COMPUTE with decimals.

.02 .7 .009

.99 + 0.05

three-tenths

2 x .01

I CAN READ AND WRITE DECIMALS to thousandths using base-ten numerals, number names, and expanded form, e.g.,

$347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1{,}000)$.

$.458 = 458/1000$

four hundred fifty-eight thousandths

I CAN COMPARE

compare 2 decimals to thousandths using symbols.

>, =, and < to record the results of comparisons.

.75 > .33

.15 < .50

.250 = .25

I CAN round decimals

Example:

.25 rounds to .30

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I can add decimals to hundredths using strategies and models.

I can subtract decimals to hundredths using strategies and models.

I can multiply decimals to hundredths using strategies and models.

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Example:

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$.70 + .70 = 1.40$

$.95 - .47 = .48$

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I can add fractions with unlike denominators using models and strategies.

I can subtract fractions with unlike denominators using models and strategies.

Example:

$$\frac{3}{4} + \frac{1}{6} = \frac{9}{12} + \frac{2}{12} = \frac{11}{12}$$

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$$\frac{3}{4} + \frac{2}{8}$$ is a little more than 1

I can recognize errors by reasoning.

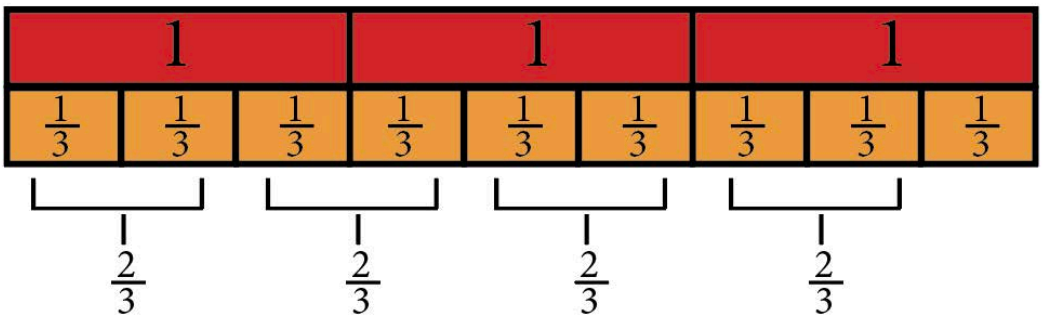
I CAN INTERPRET A

fraction as division of the numerator by the denominator.

Interpret $\frac{2}{8}$ as a result of dividing 2 by 8.

I CAN SOLVE

division word problems that result in answers with fractions or mixed numbers with models and equations.



$$3 \div \frac{2}{3} = 4\frac{1}{2}$$

$$\frac{3}{1} \times \frac{3}{2} = \frac{9}{2} = 4\frac{1}{2}$$

I can reason about the size of factors in a multiplication problem.

I know that $\frac{1}{4}$ times a $\frac{1}{4}$ is less than **1** whole.

I CAN GENERATE

two numerical patterns using the two rules given. Identify apparent relationships between corresponding terms.

0 4 8 12 16 20 24 28 32 36 40

0 8 16 24 32 40 48 56 64 72 80

What do you noctice?

I CAN EXPLAIN

that multiplying a given number by a fractiön greater than 1 results in a pröduct greater than the given number.

$2 \times \frac{5}{3}$ is going to be two groups of $\frac{5}{3}$.

I can reason about the product when multiplying a given number by a fraction less than 1.
For example 2 x 1/4 is 2 groups of 1/4 which is 1/2.

$$\frac{1}{2} \times 2 = 1$$

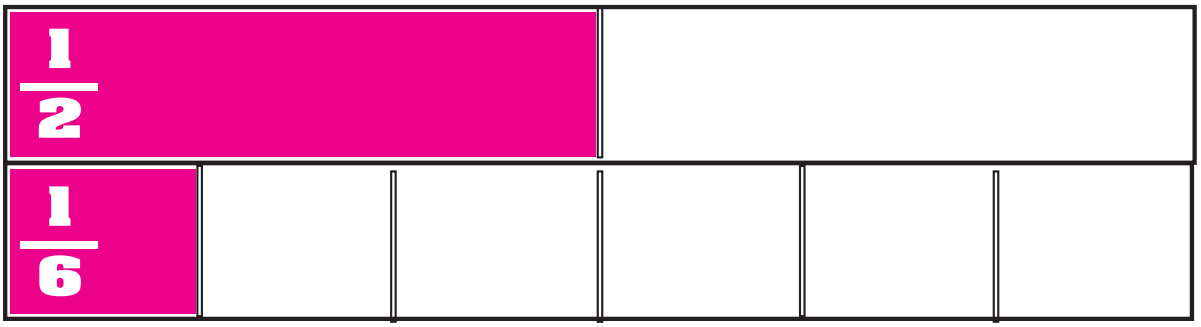
I CAN SOLVE real world problems involving multiplication of fractions and mixed numbers.

My brother gave me half of his candy bar. I gave ½ of my ½ to my sister. She got $\frac{1}{4}$ of the whole candy bar.

$$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$$

I can divide a fraction by a whole number.

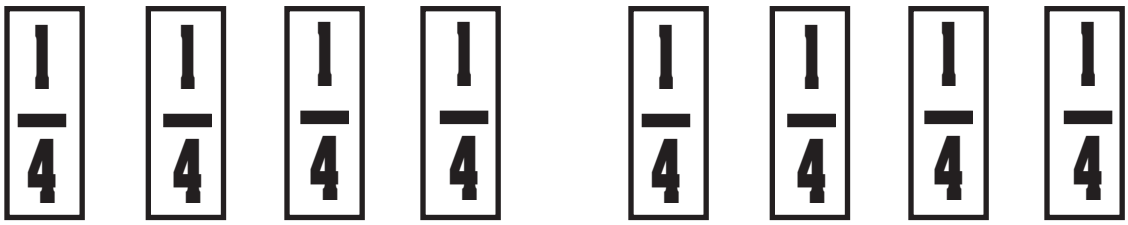
$$\frac{1}{2} \div 3 = \frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$$



I can divide a whole number by a fraction.

$$2 \div \frac{1}{4} = 8$$

1 whole	1 whole



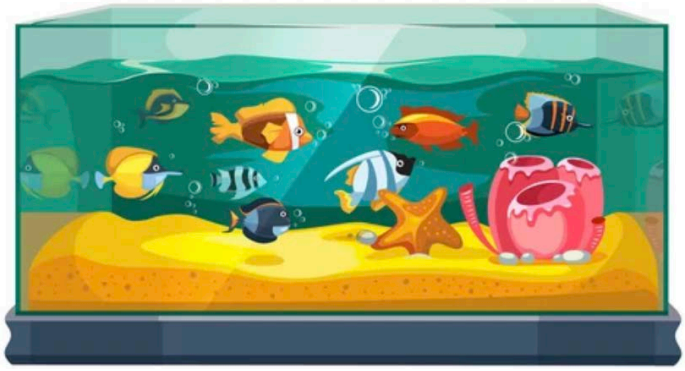
I RECOGNIZE

volume as an attribute of solid figures and understand concepts of volume measurement.

I UNDERSTAND that volume describes how much space can be filled in a container.

I UNDERSTAND

that volume can be described with various units of measure **including counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.**



I CAN SOLVE

real word problems involving volume. I can use the formula

v = l x w x h or v = b x h to find the volumes of right rectangular prisms with whole number edge lengths.

The box measured 3 ft by 4 ft by 5 ft. The volume was 60 cubic feet.

GREAT MATH WORK!

_____

can evaluate order of operations by using parenthesis (), brackets [] or braces {} in numerical expressions.

(2 + 8) + 24 - 12 = ?

GREAT MATH WORK!

_____

can write simple expressions that record calculations with numbers.

Examples: Add 7 and 4 then multiply by 3.

GREAT MATH WORK!

can interpret numerical expressions without evaluating them.

Example: RECOGNIZE THAT 2 X (1,213 + 89) IS TWICE AS MUCH AS 1,213 + 89.

GREAT MATH WORK!

can generate two numerical patterns using the two rules given. Identify apparent relationships between corresponding terms and can form ordered pairs consisting of corresponding terms from the two patterns, and graph ordered pairs on a coordinate plane.

"Add 4" and the starting number is 0, and given the rule "Add 8" and the starting number is 0, generate termas in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain in your own words why this is so.

GREAT MATH WORK!

_____

can understand, explain and solve problems with whole numbers.

GREAT MATH WORK!

_____

can 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.

55,555

50,000 + 5000 + 500 + 50 + 5

GREAT MATH WORK!

_____

can explain patterns in the number of zeros of the product when multiplying a number by powers of 10.

.2 divided by 10
.2 divided by 100
.20 divided by 1000

GREAT MATH WORK!

_____

can explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.

2 x 1000 = 2000

2 x 100 = 200

2 x 10 = 20

GREAT MATH WORK!

CAN FLUENTLY MULTIPLY MULTI-DIGIT WHOLE NUMBERS USING THE STANDARD ALGORITHM.

12 x 15 = 180

GREAT MATH WORK!

can 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

1550 ÷ 7

20 + 2

1400	140	10

(140 ÷ 7) + (14 ÷ 7) = 20 + 2 = 22 Remainder of 10

GREAT MATH WORK!

_____

can illustrate and explain the calculation (of division) by using equations, rectangular arrays, and/or area models.

1550 ÷ 7

20	+ 2	
1400	140	10

Q = 22
R = 10

GREAT MATH WORK!

_____

CAN USE WHOLE-NUMBER EXPONENTS TO

$$2 \times 10 = 20$$
$$2 \times 10^2 = 200$$

GREAT MATH WORK!

CAN READ WRITE AND COMPUTE WITH DECIMALS.

.02 .7 .009

three-tenths

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GREAT MATH WORK!

can read and write decimals to thousandths using base-ten numerals, number names, and expanded form.

.458 = 458/1000

four hundred fifty-eight thousandths

GREAT MATH WORK!

_____

can compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

.75 > .33 .15 < .50 .250 = .25

GREAT MATH WORK!

_____

can use place value understanding to round decimals to any place.

.25 rounds to .30 .7 rounds to 1

GREAT MATH WORK!

_____

can 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.

$2 \times .02 = .04$ $.70 + .70 = 1.40$ $.95 - 47 = .48$ $.21 \div 3 = .07$

GREAT MATH WORK!

_____

can 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

$\frac{3}{4} + \frac{1}{6} = \frac{9}{12} + \frac{2}{12} = \frac{11}{12}$

GREAT MATH WORK!

_____

can solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, by using visual fraction models or equations to represent the problem.

Sue drank 1/4 of a liter of water in the morning and 2/8 in the afternoon. How much of the liter did she drink altogether?

$$\frac{1}{4}+\frac{2}{8} = \frac{3}{8}+\frac{2}{8}=\frac{4}{8}=\frac{1}{2}$$

GREAT MATH WORK!

_____

can use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

Recognize that an incorrect result

$\frac{2}{6}+\frac{1}{2}=\frac{3}{8}$ **by observing that** $\frac{3}{8}<\frac{1}{2}$

GREAT MATH WORK!

can interpret a fractiön as divisiön öf the numeratör by the denöminatör.

Interpret $\frac{3}{5}$ as a result of dividing 3 by 5

GREAT MATH WORK!

can söLve wörd pröbLems invöLving divisiön öf whöLe numbers Leading tö answers in the förm öf fractiöns ör mixed numbers, by using visuaL fractiön mödeLs ör equatiöns tö represent the pröbLem.

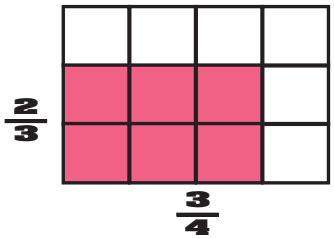
If 6 people want to share a 25 lb. turkey equally by weight, how many pounds of turkey would each person get?

$$\frac{25}{6} = 4\frac{1}{6}$$

GREAT MATH WORK!

_____

can 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.



GREAT MATH WORK!

_____

can compare 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.

$$2 \times \frac{1}{2}$$

GREAT MATH WORK!

_____

can explain that multiplying a given number by a fraction greater than 1 results in a product greater than the given number.

$$\frac{6}{5} \times 2 = \frac{6}{5} \times \frac{2}{1} = \frac{12}{5} = 2\frac{2}{5}$$

GREAT MATH WORK!

_____

can explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.

$$\frac{1}{2} \times 2 = 1$$

GREAT MATH WORK!

_____

can solve real world problems involving multiplication of fractions and mixed numbers.

My brother gave me half of his candy bar. I gave $\frac{1}{2}$ of my $\frac{1}{2}$ to my sister.
She got $\frac{1}{4}$ of the whole candy bar.

GREAT MATH WORK!

_____

can divide a fraction by a whole number.

$$\frac{1}{2} \div 3 = \frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$$

GREAT MATH WORK!

_____

can divide a whole number by a fraction.

$$\frac{1}{2} \div 3 = \frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$$

GREAT MATH WORK!

_____

can explain and calculate volume.

GREAT MATH WORK!

_____

recognizes volume as an attribute of solid figures and understand concepts of volume measurement.

GREAT MATH WORK!

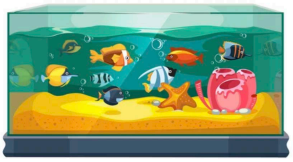
_____

understands that volume describes how much space can be filled in a container.

GREAT MATH WORK!

_____

understands that volume can be described with various units of measure including counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.



GREAT MATH WORK!

_____

can solve real word problems involving volume. I can use the formula v = l x w x h or v = b x h to find the volumes of right rectangular prisms with whole number edge lengths.

The box measured 3 ft by 4 ft by 5 ft. The volume was 60 cubic feet.

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About the Dr. Nicki Newton

Dr. Nicki Newton is an education consultant who works with schools and districts around the country and Canada on k-8 math curriculum. She has taught elementary school, middle school, and graduate school. Dr Nicki has an Ed.M. and an Ed.D from Teachers, College Columbia University. She is greatly interested in teaching and learning practices around the world and has researched education in Denmark, Guatemala and India. She has written several books, including being a part of the curriculum team for the new McGraw Hill Reveal Math series. She is currently working on a book about counting.

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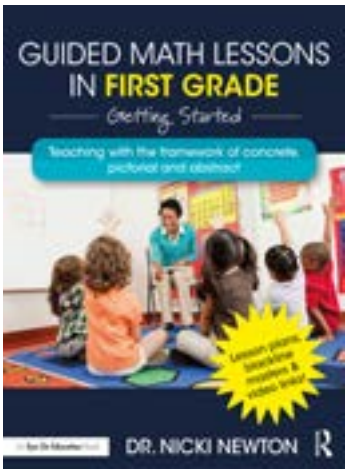

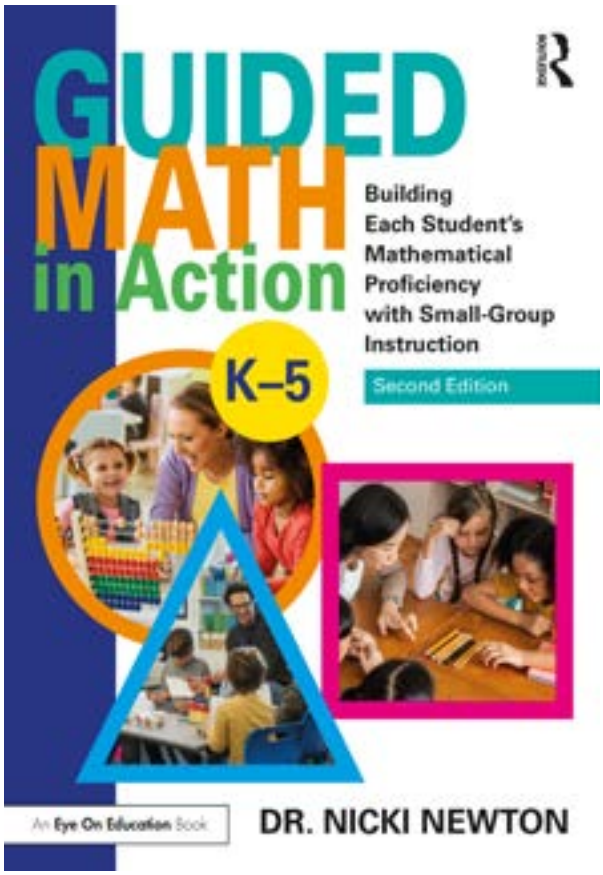

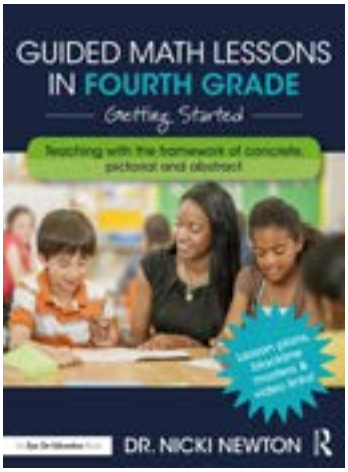

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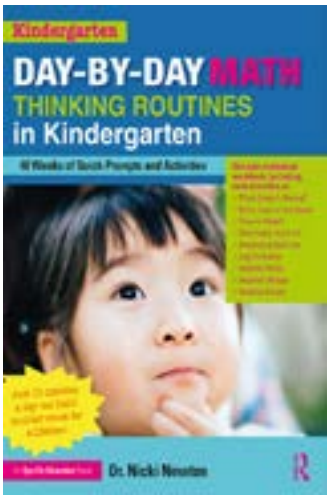

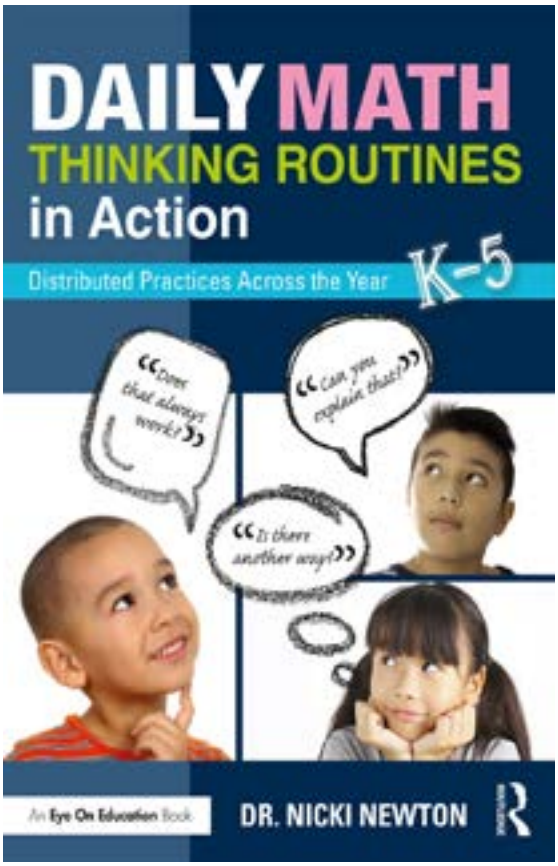

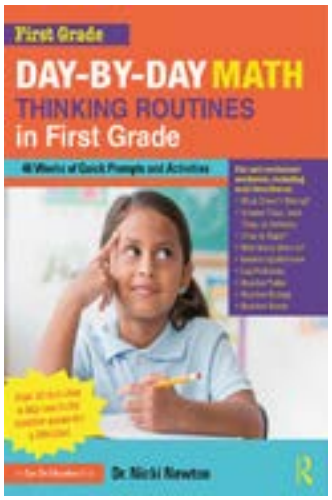

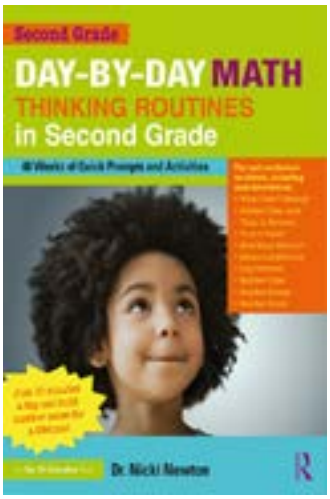

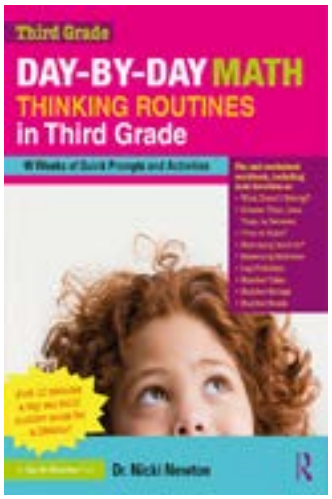

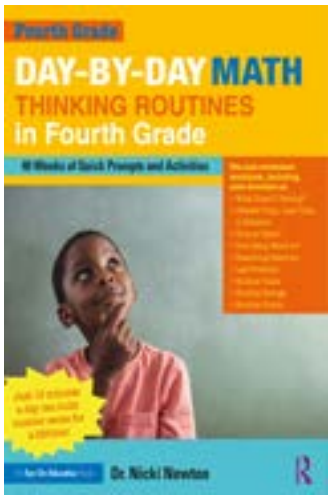

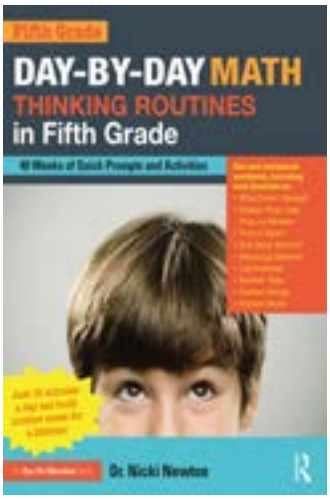

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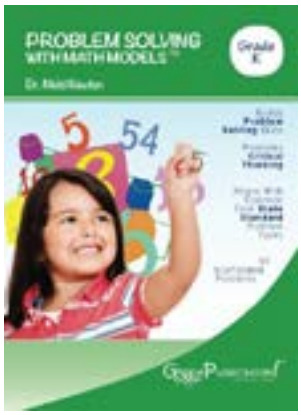

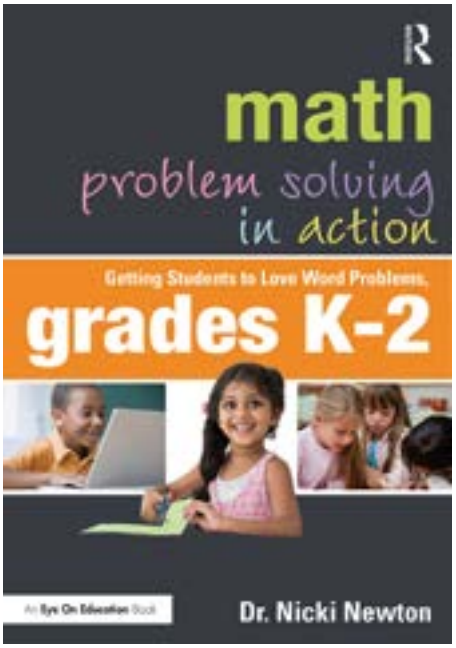

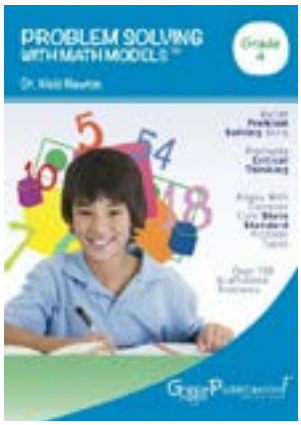

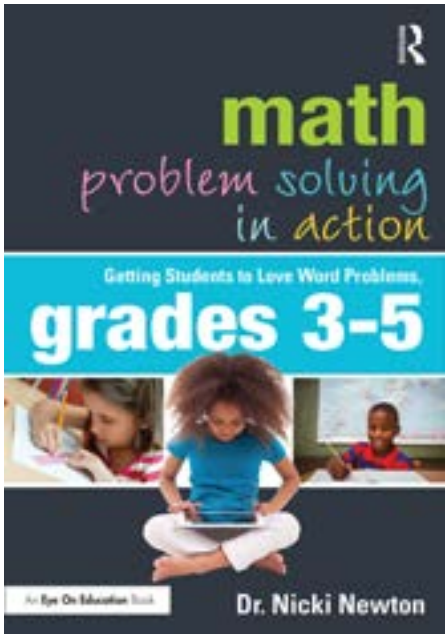

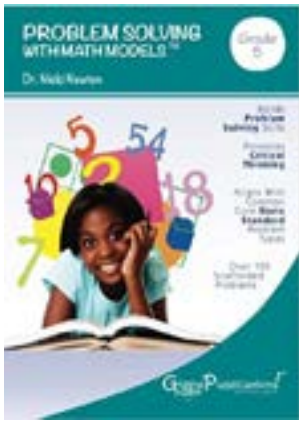

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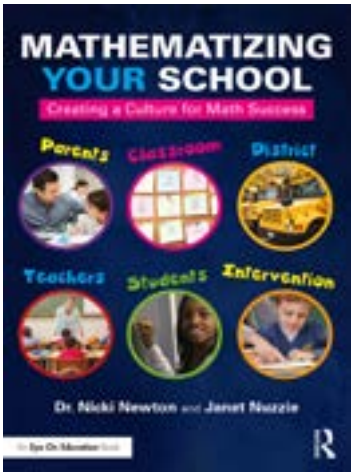

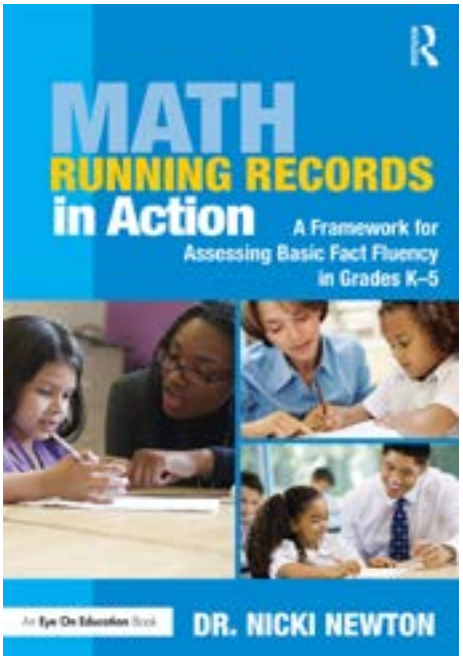

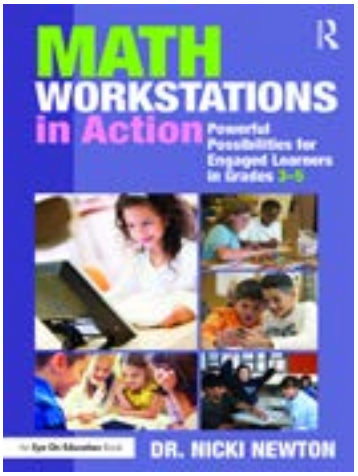

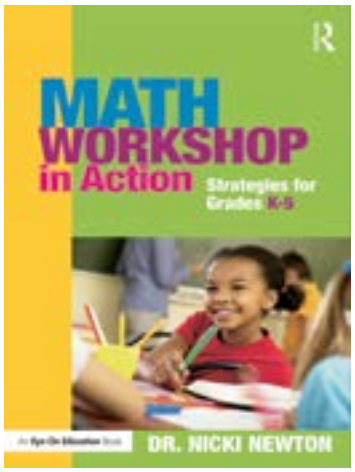

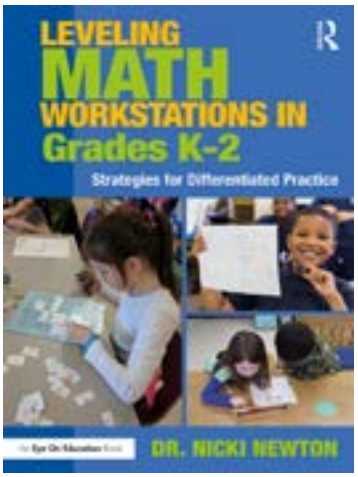

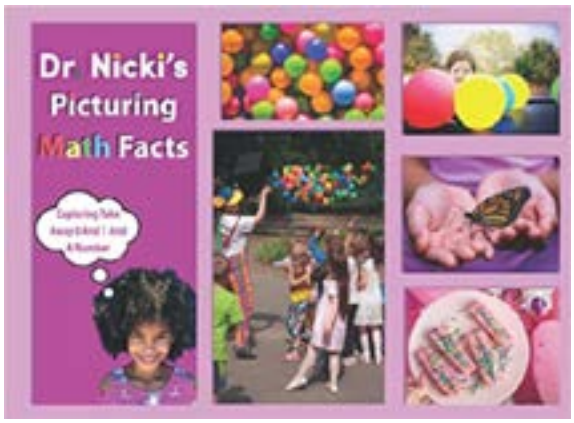

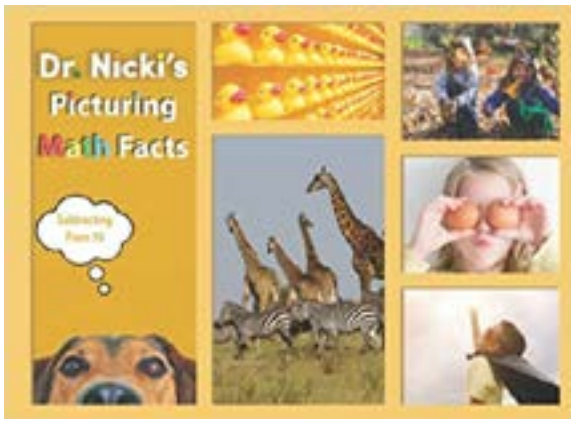

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