MATH PRIORITY AND SUPPORTING STANDARDS
GRADE 5

List of Priority Standards as Shown on Report Card	*Notes on Supporting Standards*

Number and Operations: Base 10			
		5.NBT.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.*
5.NBT.2	Uses whole number exponents to denote powers of ten.		
		5.MP.2	*Reasons abstractly and quantitatively supports standard 5.NBT.2.*
		5.NBT.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 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (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.*
		5.NBT.4	*Use place value understanding to round decimals to any place.*
5.NBT.5	Fluently multiplies multi-digit whole numbers.		
		5.MP.6	*Attend to precision supports standard 5.NBT.5.*
5.NBT.6	Divides whole numbers by up to two-digit divisors.		
		5.MP.4	*Model with mathematics supports standard 5.NBT.6.*
		5.MP.6	*Attend to precision supports standard 5.NBT.6.*
5.NBT.7	Computes decimals to the hundredths' place using four operations.		
		5.MP.3	*Construct viable arguments and critique the reasoning of others supports standard 5.NBT.7.*
		5.MP.4	*Model with mathematics supports standard 5.NBT.7.*
		5.MP.6	*Attend to precision supports standard 5.NBT.7.*

MATH PRIORITY AND SUPPORTING STANDARDS
GRADE 5

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Operations and Algebraic Thinking			
5.OA.1	Uses parentheses, brackets, or braces in numerical expressions.		
5.OA.2	Writes and interprets simple expressions.		
		5.MP.2	*Reason abstractly and quantitatively supports standard 5.OA.2.*
		5.MP.7	*Look for and make use of structure supports standard 5.OA.2.*
		5.OA.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 Operations: Fractions			
5.NF.1	Adds and subtracts fractions with unlike denominators.		
		5.MP.6	Attend to precision supports standard 5.NF.1.
5.NF.2	Solves problems involving addition and subtraction of fractions.		
		5.MP.1	Make sense of problems and persevere in solving them supports standard 5.NF.2.

MATH PRIORITY AND SUPPORTING STANDARDS
GRADE 5

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		5.NF.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ 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. 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?
5.NF.4	Multiplies fractions.		
		5.MP.1	Make sense of problems and persevere in solving them supports standard 5.NF.4.
		5.MP.4	Model with mathematics supports standard 5.NF.4.
		5.MP.6	Attend to precision supports standard 5.NF.4.
		5.MP.8	Look for and express regularity in repeated reasoning supports standard 5.NF.4.
		5.NF.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 =

ARCHDIOCESE of MILWAUKEE

MATH PRIORITY AND SUPPORTING STANDARDS
GRADE 5

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			(n×a)/(n×b) to the effect of multiplying a/b by 1.
5.NF.6	Solves problems involving multiplication of fractions.		
		5.MP.1	Make sense of problems and persevere in solving them supports standard 5.NF.6.
		5.MP.6	Attend to precision supports standard 5.NF.6.
5.NF.7	Divides fractions		
		5.MP.1	Make sense of problems and persevere in solving them supports standard 5.NF.7.
		5.MP.4	Model with mathematics supports standard 5.NF.7.
		5.MP.6	Attend to precision supports standard 5.NF.7.
		5.MP.8	Look for and express regularity in repeated reasoning supports standard 5.NF.7.
Measurement and Data			
5.MD.1	Converts units of measurement.		
		5.MP.1	Make sense of problems and persevere in solving them supports standard 5.MD.1.
		5.MP.6	Attend to precision supports standard 5.MD.1.
		5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 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.

MATH PRIORITY AND SUPPORTING STANDARDS
GRADE 5

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		5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. 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. b. 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.
		5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5.MD.5	Solves problems involving volume.		
		5.MP.1	Make sense of problems and persevere in solving them supports standard 5.MD.5.
		5.MP.4	Model with mathematics supports standard 5.MD.5.
		5.MP.6	Attend to precision supports standard 5.MD.5.
		5.MP.8	Look for and express regularity in repeated reasoning supports standard 5.MD.5.
Geometry			
5.G.1	Graphs points on a coordinate plane.		
		5.MP.4	Model with mathematics supports standard 5.G.1.
		5.MP.5	Use appropriated tools strategically supports standard 5.G.1.
		5.G.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.

MATH PRIORITY AND SUPPORTING STANDARDS
GRADE 5

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		5.G.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.
5.G.4	Classifies two-dimensional figures.	*5.MP.7*	Look for and make use of structure supports standard 5.G.4.
		5.MP.8	Look for and express regularity in repeated reasoning supports standard 5.G.4.