Coins	Pattern Blocks	Geoboards or Dot paper

Optional:

- Students complete Diagnostic Assessment for Redbird. (This assessment will create their individua Math is Mine

	NONE	
Math is Exploring and Thinking Math is in my World	NONE	McGraw Hill Reveal Lesson 1-1 to 1-6 Formative Assessment: Fluency Practice Additional Resources: See Grade1 BIG-M document for an instructional task(s) and item(s).

(may not be comprehensive)

congu 0 Td(.96 -0 0 9.96 16 307.68 BDC /MCID 45 BDC /Span 5bV Tw -8.9 Tj0.0s3 (t)-7.7(m)003 Tw /MCID [(c)1.4 (o)9.4 (n)0.6 (g)3.3 (u 0 Td(.96c.aam)3.6 (e)3.

In Fourth Grade, students extended their understanding of place value to build a foundation for multiplying and dividing [redacted] that the tens place is ten times as much as the ones place, and the ones place is 1/10 the size of the tens place.

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Students may assume that the value of base ten blocks are fixed based on their previous experiences with whole numbers (e.g., units are ones, rods are tens, flats are hundreds). During instruction, teachers should name a base ten block for each example so students can relate the other blocks. (For example, “Show 2.4. Allow 1 rod to represent 1 tenth.”)

Read and Write Decimals	I can read and write decimals to

DED 240.12 73.561 reW nBT/TT1 1 Tf9.96 Tw 0 -1.241 TD[t149.4 553.2 Tm<61.2 504EMC / (o)9.4 (u)10.7 (s)7.4 (a)1.3 (n)0.5 (d)3.3 (t)-5.

Add, subtract, multiply and divide multi-digit numbers. (MA.5.NSO.2)	

Number Line | Decimal Place Value Chart | Decimal Cards | Blank Number Cubes

[redacted]

The purpose of this benchmark is for students to solve multistep word problems with whole numbers and whole-number answers involving a combination of the four operations.

To allow for an effective transition into algebraic concepts in Grade 6 (MA.6.AR.1.1), it is important for students to have opportunities to connect mathematical statements and number sentences or equations.

During instruction, teachers should allow students an opportunity to practice with word problems that require multiplication or division which can be solved by using drawings and equations, especially as the students are making sense of the context within the problem.

Teachers should have students practice with representing an unknown number in a word problem with a variable by scaffolding from the use of only an unknown box.

Offer word problems to students with the numbers covered up or replaced with symbols or icons and ensure to ask students to write the equation or the number sentence to show the problem type situation.

Interpreting number pairs on a coordinate graph can provide students opportunities to solve multi-step real-world problems with the four operations (MA.5.GR.4.2).

Key Vocabulary
(may not be comprehensive) items in
bold can be found in the K-5 Glossary

Number Cubes	Base 10 Blocks	Spinner

Solve Multi-Step Problems Involving Multiplication	I can solve multi-step word problems involving multiplication	Perform Solve m1ti-

Add, subtract, [illegible]

	Responses include the appropriate units in word form. Solve multi-step real-world problems involving money using decimal notation. Don is at the store and wants to buy soda. Which option would be cheaper: buying one 24-ounce can of soda for $1.39 or buying two 12-ounce cans of soda for 69¢ each?	

The purpose of this benchmark is for students to explore multiplication division of multi-digit numbers with decimals using estimation, rounding, place value, and exploring the relationship between multiplication and division.

Instruction of this benchmark will focus on number sense to help students develop procedural reliability while multiplying and dividing multi-digit numbers with decimals.

number when multiplying and dividing by 0.1 and 0.01. Moving the decimal point does not change its meaning; it always indicates the transition from the ones to the tenths place. From either point of view, when the change is made it is important to emphasize the digits have new place values. (MTR.2.1, MTR.4.1,MTR.5.1)

The purpose of this benchmark is for students to understand how to work with fractional and decimal sums and products when calculating perimeter and area.

Students may believe that multiplication always results in a larger number. Working with area provides them with concrete situations where this is not true. For example a city block that is 110 mile by 110 mile has an area of 1100 of a square mile.
Students have difficulty connecting visual models to the symbolic representation using equations. Use concrete visuals to represent problems.

Students can misinterpret multi-step wat s--1.3 54 16.9 aAwFe csiniss a73 ( )-12.2 (c)1.4 .5 (c)1.4 ((F).5 (e)4.4 (

Explore Multiplication of Decimals	I can use representation to solve multiplication equations involving decimals.	Find Perimeter & Area of Rectangles (MA.5.GR.2.1)	

Use an Area Model to Multiply Multi-digit Numbers with DeT9.96 513.72 0.m.0

Add, subtract, multiply and divide multi-digit numbers. (MA.5.NSO.2)		
In Fourth Grade, students chose a reliable method for dividing 4-digit numbers by 1-digit numbers. (MA.4.NSO.2.4) In Fourth Grade, students solved real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context. (MA.4.AR.1.1)	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions. The quotient 27 ÷ 7 gives 3 with remainder 6 which can be expressed as $3\frac{6}{7}$ Within this benchmark, the expectation is not to use simplest form for fractions. Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context. Depending on the context, the solution of a division problem with a remainder may be the whole number part of the quotient, the whole number part of the quotient with the remainder, the whole number part of the quotient plus 1, or the remainder.	In Sixth Grade, students will multiply and divide positive rational numbers with procedural fluency, including dividing numerators by denominators to rewrite fractions as decimals. (MA.6.NSO.2.1) In Sixth Grade, students will solve multi-step real-world problems with positive fractions and decimals. (MA.6.NSO.2.3)

The purpose of this benchmark is for students to demonstrate procedural fluency while dividing multi-digit whole numbers with up to 5-digit dividends and 2-digit divisors. To demonstrate procedural fluency, students may choose the standard algorithm that works best for them and demonstrates their procedural fluency. A standard algorithm is a method that is efficient and accurate (MTR.3.1).

When students use a standard algorithm, they should be able to justify why it works conceptually. Teachers can expect students to demonstrate how their algorithm works, for example, by comparing it to another method for division. (MTR.6.1)

In this benchmark, students are to represent remainders as fractions. In the benchmark example, the quotient of 27÷7 is represented as 367. Students should gain understanding that this quotient means that there are 3 full groups of 7 in 27, and the remainder of 6 represents 67 of another group. Students are not expected to have mastery of converting between forms (fraction, decimal, percentage) until grade 6 but students should start to gain familiarity that fractions and decimals are numbers and can be equivalent (i.e., a remainder of ½ is the same as

0.5). Writing remainders as fractions or decimals is acceptable. Similarly, students should be able to understand that a remainder of zero means that whole groups have been filled without any of the dividend remaining. (MTR.5.1, MTR.7.1)

Along with using a standard algorithm, students should estimate reasonable solutions before solving. Estimation helps students anticipate possible answers and evaluate whether their solutions make sense after solving.

This benchmark supports students as they solve multi-step real-world problems involving combinations of operations with whole numbers (MA.5.AR.1.1). In a real-world problem, students should interpret remainders depending on its context.

The purpose of this benchmark is for students to solve multistep word problems with whole numbers and whole-number answers involving any combination of the four operations.

To allow for an effective transition into algebraic concepts in Grade 6 (MA.6.AR.1.1), it is important for students to have opportunities to connect mathematical statements and number sentences or equations.

During instruction, teachers should allow students an opportunity to practice with word problems that require multiplication or division which can be solved by using drawings and equations, especially as the students are making sense of the context within the problem (MTR.5.1).

Teachers should have students practice with representing an unknown number in a word problem with a variable by scaffolding from the use of only an unknown box.

Offer word problems to students with the numbers covered up or replaced with symbols or icons and ensure to ask students to write the equation or the number sentence to show the problem type situation (MTR.6.1).

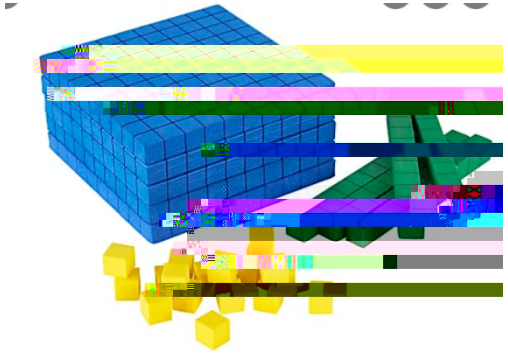
Interpreting number pairs on a coordinate graph can provide students opportunities to solve multi-step real-world problems with the four operations (MA.5.GR.4.2).

(may not be comprehensive)

Students can make computational errors while using standard algorithms when they cannot reason why their algorithms work. In addition, they can struggle to determine where or why that computational mistake occurred because they did not estimate reasonable values for intermediate outcomes as well as for the final outcome. During instruction, teachers should expect students to justify their work while using their chosen algorithms and engage in error analysis activities to connect their understanding to the algorithm.

algorithm

Students may apply a procedure that results in remainders that are expressed as r for ALL situations, even for those in which the result does not make sense. For example, when a student is asked to solve the following problem: “There are 34 students in a class bowling tournament. They plan to have 3 students in each bowling lane. How many bowling lanes will they need so that everyone can participate?” the student response is “11 1 bowling lanes,” without any further understanding of how many bowling lanes are needed and how the students may be divided among the last 1 or 2 lanes. To assist students with this misconception, pose the question…“What does the quotient mean?”

Number Cubes	Base 10 Blocks 	

<u>Optional:</u> Readiness Diagnostic *How Ready Am I?*

Diagnose students' strengths and weaknesses with prerequisite concepts and skills for the upcoming unit.

Estimate Quotients	I can explain how to estimate quotients of multi-digit numbers. I can estimate quotients of multi-digit numbers to determine if calculations are reasonable. I can use an estimated quotient to make predictions about a calculated solution.	Add, subtract, multiply and divide multi-digit numbers. (MA.5.NSO.2)	McGraw Hill Reveal Lesson 7-1 through 7-8 Formative Assessment: Work Together (during a lesson) Exit Ticket (at the end of a lesson) Math probe (during a unit) Additional Resources: See Grade 5 BIG-M document for an instructional task(s) and item(s).
Relate Multiplication and Division of Multi-Digit Numbers	I can use the relationship between multiplication and division to determine the quotient when dividing by a 2-digit divisor.	Add, subtract, multiply and divide multi-digit numbers. (MA.5.NSO.2)	
Represent Division of 2-Digit Divisor	I can use an area model to determine partial quotients and add partial quotients to calculate the quotient.	Add, subtract, multiply and divide multi-digit numbers. (MA.5.NSO.2)	
Use Partial Quotients to Divide	I can use partial quotients to divide multi-digit diva 2 -digit divisors.	Add, subtract, multiply and divide multi-digit numbers. (MA.5.NSO.2)	
Relate Partial Quotients to an Algorithm	I can use partial quotients or an algorithm to divide.	Add, subtract, multiply and divide multi-digit numbers. (MA.5.NSO.2)	

Add, subtract, multiply and divide multi-digit numbers. (MA.5.NSO.2)

The purpose of this benchmark is for students to explore multiplication division of multi-digit numbers with decimals using estimation, rounding, place value, and exploring the relationship between multiplication and division.

Instruction of this benchmark will focus on number sense to help students develop procedural reliability while multiplying and dividing multi-digit numbers with decimals.

During instruction, students should explore how the products and quotients of whole numbers relate to decimals. For example, if students know the product of 8 x 7 and the quotient of 56÷4, then they can reason through 0.08 x 7 or 5.6 ÷0.4 through place value relationships. Classroom discussions should allow for students to explore these patterns and use them to estimate products and quotients.

Teachers should connect what students know about place value and fractions. For example, because students know that multiplying a number by one-fourth will result in a product that is smaller, multiplying a number by 0.25 (8 (a)1.2pled 2 ( )-12.2 (o)9noim m-t3 tby 2. (g)-8.8 tl lsuetun 2a p

The purpose of this standard is for students to apply understanding of multi-step real-world problems, measurement conversions, and decimal operations to solve problems involving money (MTR.7.1).

During instruction, teachers should provide strategies for helping students comprehend what is happening in the problem and what needs to be found before students complete numerical calculations. Students should be encouraged to estimate a solution and model a problem using manipulatives, pictures and/or equations before computing (K12.MTR.2.1).

(may not be comprehensive)

Division Patterns with Decimals	I can use place-value patterns to divide a decimal by 10, 100, 0.1, 0.01.

Perform operations with fractions. (MA.5.FR.2)

In Fourth Grade, students identified and generated equivalent fractions, including fractions greater than one.
(MA.4.FR.1.3)

In Fourth Grade, decomposed a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways.
(MA.4.FR.2.1)

In Fourth Grade, students built upon their decomposition of fractions to develop an accurate, reliable method for adding and subtracting fractions with like denominators (including mixed numbers and fractions greater than one).
(MA.4.FR.2.2)

In Fourth Grade, solved real-world problems involving addition and

(MA.4.AR.1.2) In Fourth Grade, students solved real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction. (MA.4.AR.1.3)		

The purpose of this benchmark is for students to understand that when adding or subtracting fractions with unlike denominators, equivalent fractions are generated to rewrite the fractions with like denominators,

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Fraction Tiles	Number Cubes	Ruler		

Optional: Readiness Diagnostic *How Ready Am I?*

Diagnose students' strengths and weaknesses with prerequisite concepts and skills for the upcoming unit.

Estimate Sums and Differences of Fractions	I can use benchmark numbers to estimate the sums and differences of fractions. I can explain how to use an estimate to predict a calculated solut .3/LBodfI can explain how to use an estimate f

Perform operations with fractions. (MA.5.FR.2)

In Fourth Grade, students connected previous understandings of whole-number multiplication concepts and apply them to the multiplication of fractions. (MA.4.FR.2.4) In Fourth Grade, students connected perimeter and area problems to algebraic concepts to find the measures of unknown side lengths. (MA.4.GR.2.1) In Fourth Grade, students connected procedures for adding and subtracting fractions with like denominators to real world situations. This builds on composing and decomposing fractions to connect to addition and subtraction of fractions. (MA.4.FR.2.2) & (MA.4.FR.2.1) & (MA.4.AR.1.2)	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability. Instruction includes the use of manipulatives, drawings or the properties of operations. Denominators limited to whole numbers up to 20. When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating. Instruction focuses on the connection to decimals, estimation and assessing the reasonableness of an answer. Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas. Instruction includes finding the area of a rectangle with fractional side lengths by tiling it with squares having unit fraction side lengths and showing that the area is the same as would be found by multiplying the side lengths. Responses include the appropriate units in word form.	In Sixth Grade

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- o when multiplying by a fraction less the 1, the number decreases.

Throughout instruction, encourage students to use models or drawings to assist them with a visual of the relative size. Models to consider when multiplying fractions to assist with finding relative size without calculating include, but are not limited to, area models (rectangles), linear models (fraction strips/bars and number lines) and set models (counters). Include examples with equivalent fractions and decimals.

Have students explain how they used the model or drawing to arrive at the solution and justify reasonableness of their answers.

The purpose of this benchmark is to continue the work from Grade 4 where students began solving real-world with fractions, and prepares them for Grade 6 where they will solve real-world fraction problems using all four operations with fractions. (MTR.7.1)

Students need to develop an understanding that when adding or subtracting fractions, the fractions must refer to the same whole.

During instruction, teachers should provide opportunities for students to practice solving problems using models or drawings to add, subtract or multiply with fractions. Begin with students modeling with whole numbers, have them explain how they used the model or drawing to arrive at the solution, then scaffold using the same methodology using fraction models.

Models to consider when solving fraction problems should include, but are not limited to, area models (rectangles), linear models (fraction strips/bars and number lines) and set models (counters)

Please note that it is not expected for students to always find least common multiples or make fractions greater than 1 into mixed numbers, but it is expected that students know and understand equivalent fractions, including naming fractions greater than 1 as mixed numbers to add, subtract or multiply.

It is important that teachers have students rename the fractions with a common denominator when solving addition and subtraction fraction

Optional: Readiness Diagnostic *How Ready Am I?*

Diagnose students' strengths and weaknesses with prerequisite concepts and skills for the upcoming unit.

Predict Products of Fractions	I can predict and explain the size of the product when multiplying a given number by a fraction less than 1 without performing the multiplication. I can predict and explain the size of the product when multiplying a given number by a fraction greater than 1 without performing the multiplication.	Perform Operations with Fractions (MA.5.FR.2.3)	McGraw Hill Reveal Lesson 10-1 through 10-8 Formative Assessment: Work Together (during a lesson) Exit Ticket (at the end of a lesson) Math probe (during a unit) Aatp

	I can find the area of a rectangle with fractional side lengths by multiplying the side lengths.		
Solve Problems Involving Perimeter	I can find the perimeter of a rectangle with fractional side lengths using the perimeter formula.	Find Perimeter and Area of Rectangles (MA.5.GR.2.1)	

Perform operations with fractions. (MA.5.FR.2)

In Fourth Grade, students chose a reliable method for dividing 4-digit numbers by 1-digit numbers.
(MA.4.NSO.2.4)

In Fourth Grade, students explored the multiplication of a fraction by a whole number or a whole number by fraction.
(MA.4.FR.2.4)

In Fourth Grade, students solved real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.
(MA.4.AR.1.3)

Within this benchmark, the expectation is not to simplify or use lowest terms.

Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.

Instruction includes the use of visual models and equations to represent the problem.

In Sixth Grade, students will become procedurally fluent with multiplication and division of positive fractions. The expectation is to utilize skills from the procedural reliability stage to become fluent with an efficient and accurate procedure, including a standard algorithm.
(MA.6.NSO.2.6)

In Sixth Grade, students will solve

(may not be comprehensive) _____ dividend divisor numerator denominator mixed number faction greater than 1 _____ common denominator like denominator equivalent fraction unit fraction benchmark fraction	Students can believe that the fraction bar represents subtraction in lieu of understanding that the fraction bar represents division. Students can have the misconception that division always result in a smaller number. Students can presume that dividends must always be greater than divisors and, thus, reorder when representing a division expression as a fraction. Show students examples of fractions with greater numerators and greater denominators to create a division equation. Students may believe that division always results in a smaller number, which is true when dividing a fraction by a whole number, but not when dividing a whole number by a fraction. Using models will help students develop the understanding needed for computation with fractions. Students may believe that division always results in a smaller number, which is true when dividing a fraction by a whole number, but not when dividing a whole number by a fraction. Using models will help students develop the understanding needed for computation with fractions.

Number Cubes	Fraction Tiles	Spinner

Unit 12: Geometry

District Formative Unit Assessment:
Unit 12 Assessment (online)

Scope and Sequence of the Benchmark

Classify two -dimensional and three -dimensional figures. (MA.5.GR.1)
Understand the coordinate plane. (MA.5.GR.4)

Instructional Alignment for Benchmark(s) of Focus

Fourth Grade

In Fourth Grade , students began the understanding of angles and how they can be identified in lines and shapes. They learned angles will be used to define shapes by their attributes.
(MA.4.GR .1.1)

In Fourth Grade, students p lotted, ordered and compared multi -digit whole numbers up to 1,000,000.
(MA.4.NSO.1.3)

Represent mathematical and real -world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.

Example: For Kevin's science fair project, he is growing plants with different soils. He plotted the point (5,7) for one of his plants to indicate that the plant grew 7 inches by the end of week 5.

Clarification 1:

MA. 5.GR.4.2

sphere vertex MA.5.GR.4.1/MA.5.GR.4.2 coordinate plane (first quadrant) origin T axis U axis ordered pairs quadrant	

Suggested Manipulatives

Coordinate Plane	Posterboard	Plastic Straws		3-D Shapes

Instructional Skills Sequence

Optional: Readiness Diagnostic How Ready Am I?

Diagnose students' strengths and weaknesses with prerequisite concepts and skills for the upcoming unit.

Lesson 12-1 Skill: Understand the Coordinate Plane	Success Criteria: I can identify and describe features of a coordinate plane. I can use a coordinate plane to determine the ordered pair associated with a given point.	Proficiency Scale: Understand the Coordinate Plane (MA.5.GR.4.1)	Resources: McGraw Hill Reveal Lesson 12-1 through 12- 7
Lesson 12-2 Skill: Plot Ordered Pairs on the Coordinate Plane	Success Criteria: I can plot ordered pairs on a coordinate plane.	Proficiency Scale: Understand the Coordinate Plane (MA.5.GR.4.1)	Formative Assessment: Work Together (during a lesson) Exit Ticket (at the end of a lesson) Math probe (during a unit)

Lesson 12-3 Skill:

Represent Problems on a Coordinate Plane	I can plot points that represent real -world situations.	

Unit 13: Measurement and Data

District Formative Unit Assessment:
Unit 13 Assessment (online)

Scope and Sequence of the Benchmark

Collect, represent, and interpret data. (MA.5.DP.1)

MA.5.DP.1.1 line graphs line plots MA.5.DP.1.2 line plots mean median mode range MA.5.M.1.1 volume length time capacity convert	MA.5.DP.1.2 ƒ Students may confuse the mean and median of a data set. During instruction, teachers should provide students with examples where the median and mean of a data set are not close in value. MA.5.M.1.1 ƒ Students confuse renaming units of measurement with the renaming that they do with whole numbers and place value. For example, when subtracting 6 inches from 3 feet, they get 2 feet 4 inches because they think of subtracting 6 in ches from 30 inches. Students need to pay attention to the unit of measurement which dictates the renaming (inches in this example) and the number to use (12 inches in a foot instead of 10 inches in a foot).

Suggested Manipulatives

Ruler	Number Cubes	Counters		Coordinate Plane

Instructional Skills Sequence

Optional: Readiness Diagnostic How Ready Am I?

Diagnose students' strengths and weaknesses with prerequisite concepts and skills for the upcoming unit.

Lesson 13-1 Skill: Represent Numerical Data

Success Criteria:

- ƒ I can collect numerical data on a table and represent it on a line plot.
- ƒ I can interpret line plots.

Proficiency Scale:

- ƒ Collect, Represent, and Interpret Data Ra(l)-0.9 W 0 Tc 0 Tw 8 Tw 9.w 8 0 Td91 r(0.6 0 M8.6.4 (sA)7.3 (.R)9.6

Lesson 13-2 Skill:
Represent Data on

Unit 14: Algebraic Thinking

District Formative Unit Assessment:
Unit 14 Assessment (online)

Scope and Sequence of the Benchmark

Understand order of operations and equivalent numerical expressions.(MA.5.AR.2)
Analyze patterns & relationships. (MA.5.AR.3)

Instructional Alignment for Benchmark(s) of Focus

Fourth Grade

In Fourth Grade, students connected real world situations to multiplication and division by writing equations to represent these situations and using the relationship between multiplication and division to solve problems.
(MA.4.AR .2.2)

In Fourth Grade, students connected their understanding of using the four operations fluently to the concept of the meaning of the equal sign. This concept builds on the understanding of determining if addition and subtraction equations and multiplication and division equations are true

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(MA.6. AR.1.3)
In Sixth Grade , students will
(MA.6. AR.1.4)

In Sixth Grade, students will solve multi -step real -world problems with positive fractions and decimals.
(MA.6.NSO.2.3)

MA.5.AR.2.3

Determine and explain whether an equation involving any of the four operations is true or false.

- Example: 7 K H H T X D W L R Q ð e ï F D Q E determined to be true because the expression on both sides of the equal sign are equivalent to 14.5.
- Clarification 1: Problem types include equations that include parenthesis but not nested parentheses
- Clarification 2: Instruction focuses on the connecti on between properties of equality and order of operations.

MA.5.AR.2.4

Given a mathematical or real -world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.

- Example: The equation ï × Φ=15 can be used to represent that 5 sheets of paper are given to O students from a pack of paper containing 250 sheets with 15 sheets left over
- Clarification 1: Instruction extends the development of algebraic thinking where the unknow n letter is recognized as a variable.
- Clarification 2: Problems include the unknown and different operations on either side of the equal sign.

MA.5.AR.3.1

- Students will determine if the expression on the left of equal sign is equivalent to the expression to the right of the equal

f