	August/Sept	October	November/December	January
	Unit 1 **Expressions, Equations & Volume**	**Unit 2** **Adding & Subtracting Fractions**	**Unit 3** **Adding & Subtracting Fractions**	**Unit 4** **Multiplying & Dividing Whole Numbers & Decimals**
Standards	**4.OA.3, 4.OA.4, 4.NBT.5, 4.NBT.6, 5.OA.1, 5.OA.2, 5.NBT.6, 5.MD.6, 5.MD.3a, 5.MD.3b, 5.MD.4, 5.MD.5a**	**5.NF.1, 5.NF.25.NBT.7, 5.NF.2, 5.NF.3, 5.NF.4a 5.NF.1, 5.NF.2 5.NF.1**	**5.NBT.1, 5.NBT.2, 5.NBT.7 5.NBT.1, 5.NBT.3a, 5.NBT.3b, 5.NBT.4, 5.NBT.7 5.NBT.2, 5.NBT.4, 5.NBT.6, 5.NBT.7, 5.MD.1**	**5.OA.2, 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.NF.4, 5.OA.1, 5.MB.5,**
Topics	**Module 1: Multiplication & Volume** **Module 2: Factors, Multiples & Associative Property** **Module 3: Multiplication Strategies** **Module 4: Multiplication to Division** ● Students will solve multi-step story problems involving division with remainders ● Students will find all factor pairs for a whole number between 1 and 100 ● Students will demonstrate an understanding that a whole number is a multiple of each of its factors ● Students will determine whether a whole number between 1 and 100 is a multiple of a given 1-digit number ● Students will multiply a 2-, 3-, or 4-digit whole number by a 1-digit whole number, or two 2-digit numbers using strategies based on place value and the properties of operations ● Students will use an equation, array, or rectangular array to explain strategies for multiplying with multi-digit numbers ● Students will divide a 2-digit number by a 1-digit number, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division ● Students will use rectangular arrays and area models to explain strategies for dividing a 2-digit number by a 1-digit number ● Students will write and evaluate numerical expressions with parentheses ● Students will write a simple expression to record calculations with numbers, and Interpret numerical expressions without evaluating them ● Students will divide a 3-digit whole number by a 2-digit whole number using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division ● Students will use rectangular arrays and area models to explain strategies for dividing a 3-digit number by a 2-digit number ● Students will demonstrate an understanding that unit cubes can be used to measure the volumes of other solid figures ● Students will demonstrate an understanding that a solid figure that can be packed without gaps or overlaps by n unit cubes has a volume of *n* cubic units ● Students will measure volumes by counting unit	**Module 1: Adding and Subtracting Fractions** **Module 2: Introducing Common Denominators** **Module 3: Common Denominators** **Module 4: LCM & GCF** ● Students will add and subtract fractions with unlike denominators, including mixed numbers. ● Students will write fractions with unlike denominators as equivalent fractions with a common denominator in order to find their sum or difference ● Students will solve story problems involving addition and/or subtraction of fractions referring to the same whole, with like and unlike denominators ● Students will mentally estimate the answers to story problems involving addition of fractions with like and unlike denominators ● Students will assess the reasonableness of answers to story problems involving addition of fractions with like and unlike denominators ● Students will solve story problems involving division of whole numbers with fraction or mixed number quotients (e.g., 3 ÷ 4 = ¾) ● Students will solve story problems involving multiplying a whole number by a fraction ● Students will multiply a whole number by a fraction	**Module 1: Whole Numbers and Decimals Place Value** **Module 2: Adding and Subtracting Decimals** **Module 3: Conversions** **Module 4: Division and the Area Model** ● Students will demonstrate an understanding that in a multi-digit number, each digit represents ten times what it represents in the place to its right ● Students will demonstrate an understanding that in a multi-digit number, each digit represents one-tenth what it represents in the place to its left ● Students will explain patterns in the number of zeros in the product when multiplying by powers of 10 ● Students will explain patterns in the placement of the decimal point when multiplying or dividing by powers of 10 ● Students will read and write decimals to thousandths represented with base-ten numerals, number names, and expanded form ● Students will compare pairs of decimals to thousandths, based on an understanding of what the digit in each place represents; use >, =, and < symbols to record comparisons ● Students will round decimals to the nearest one, tenth, and hundredth ● Students will divide a 3-digit whole number by a 2-digit whole number using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division ● Students will use equations, rectangular arrays, and area models to explain strategies for dividing multi-digit whole numbers ● Students will add and subtract decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction ● Students will use written numbers and symbols to represent strategies for computing with decimals to hundredths ● Students will explain the reasoning behind strategies for computing with decimals to hundredths ● Students will add and subtract fractions with unlike denominators, including mixed numbers ● Students will convert among different-sized standard measurement units within a given measurement system	**Multiplication and Division Strategies** **Arrays to Algorithm** **Multiplying to Divide** ● Students will write and evaluate numerical expressions with parentheses ● Students will use the standard algorithm with fluency to multiply multi-digit whole numbers ● Students will divide a 2, 3, or 4-digit whole number by a 2-digit whole number using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division ● Students will use equations, rectangular arrays, or area models to explain strategies for dividing multi-digit whole numbers ● Multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value and properties of operations or the relationship between multiplication and division ● Students will use written numbers and symbols to represent strategies for computing with decimals to hundredths ● Relate strategies for computing with decimals to hundredths to written methods ● Students will explain the reasoning behind strategies for computing with decimals to hundredths ● Students will be able to multiply a whole number by a fraction ● Students will convert among different-sized standard measurement units within a given measurement system

	cubes, using cubic cm, cubic in, cubic ft, and improvised units ● Students will find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes ●			
Assessments	● **M1, S3** Unit 1 Screener ● **M2, S1** Numerical Expressions Checkpoint ● **M2, S5** Boxes Work Sample ● **M3, S2** Multiplication & Volume Checkpoint ● **M4, S5** Unit 1 Post-Assessment	● **M1, S2** Unit 2 Screener ● **M1, S5** Fractions Work Sample ● **M2,S6** Fraction Addition & Subtraction Checkpoint ● **M3, S3** Working with Fractions Checkpoint ● **M3, S6** Unit 2 Post-Assessment	● **M2, S4** Decimal Place Value Checkpoint 1 ● **M1, S1** Unit 3 Screener ● **M4, S4** Unit 3 Post-Assessment ● **M2, S3** Decimal Equivalents Work Sample ● **M3, S1** Decimal Place Value Checkpoint 2	● **M1, S1 Unit 4 Screener** ● **M2, S1 Multiplication Work Sample** ● **M2, S4 Checkpoint** ○ *Multiplication and Division* ● **M4, S1 Checkpoint** ○ *Multiplication Algorithm* ● **M4, S5 Unit 4 Post-Assessment**
	February	**March**	**April**	**May/June**
	Unit 5 Multiplying & Dividing Fractions	**Unit 6 Graphing, Geometry & Volume**	**Unit 7 Division and Decimals**	**Unit 8 Solar Design**
Standards	**5.NF.1, 5..NF.4, 5.NF.5, 5.NF.6, 5.MD.1 5.NBT.6**	**5.OA.3, 5.G.1, 5.G.2, 5.G.3, 5.MB.3, 5.NBT..6, 5.MD.4, 5.MD.5, 5.G.4**	**5.OA.1, 5.NBT.2, 5.NBT.6, 5.NF.3, 5.NF.7 5.NBT.7**	**5.MD.5, 5.G.2, 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.NF.4, 5.NF.6, 5.NF.7 5.MD.1, 5.MD.5, 5.G.2,**
Topics	**Multiplying Whole Numbers by Fractions Multiplying Fractions by Fractions Dividing Fractions by Whole Numbers** ● Students will add and subtract fractions with unlike denominators, including mixed numbers ● Students will rewrite fractions with unlike denominators as equivalent fractions with a common denominator in order to find their sum or difference ● Students will multiply a whole number by a fraction ● Students will solve story problems involving multiplying a whole number by a fraction ● Students will multiply a fraction by a fraction ● Students will solve story problems involving multiplying a fraction by a fraction ● Students will find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate size ● Students will demonstrate that the area of a rectangle with fractional side lengths can be found through tiling or by multiplying the side lengths ● Students will represent the product of two fractions as an array whose dimensions are the two fractions being multiplied ● Students will interpret multiplication as scaling (resizing) by explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the	**Graphing Ordered Pairs Classifying Polygons Volume Banners and Flags** ● Students will generate two numerical patterns given two different rules ● Students will identify relationships between corresponding terms in two numerical patterns generated according to two different rules ● Students will form ordered pairs consisting of the corresponding terms in two numerical patterns generated according to two different rules ● Students will graph on a coordinate plane ordered pairs consisting of the corresponding terms in two numerical patterns generated according to two different rules ● Students will multiply a whole number or a fraction by a fraction ● Students will solve story problems involving multiplying a whole number or a fraction by a fraction ● Students will find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate size ● Students will demonstrate that the area of a rectangle with fractional side lengths can be found through tiling or by multiplying the side lengths ● Students will represent the product of two fractions as an array whose dimensions are the two fractions being multiplied ● Students will solve story problems involving multiplication of fractions and mixed numbers	**Division of Fractions & Whole Numbers Division Interpretations & Strategies Powers of Ten Decimal Multiplication and Division** ● Students will write and evaluate numerical expressions with parentheses ● Students will 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 ● Students will explain patterns in the number of zeros in the product when multiplying by powers of 10 ● Explain patterns in the placement of the decimal point when multiplying or dividing by powers of 10 ● Denote powers of 10 with whole-number exponents ● Students will divide a 2-, 3-, or 4-digit whole number by a 2-digit whole number using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division ● Students will use equations, rectangular arrays, and area models to explain strategies for dividing multi-digit whole numbers ● Multiply and divide decimals to hundredths, using concrete models and strategies based on place value, and explain the reasoning behind those strategies ● Students will relate strategies for computing with decimals to hundredths to written methods ● Students will use written numbers and symbols to represent strategies for computing with decimals to hundredths ● Students will solve story problems involving division of whole numbers with fraction or mixed number quotients (e.g., 3 ÷ 4 = 3/4)	**Module 1: Investigating Solar Energy Module 2: Investigating Passive Solar Design Module 3: Designing Solar Homes Module 4: Finishing Our Models** ● Students will use the standard algorithm with fluency to multiply multi-digit whole numbers ● Students will divide a 3- or 4-digit whole number by a 2-digit whole number using strategies based on place value, the properties of operations, or the relationship between multiplication and division ● Students will add and subtract decimals to hundredths, using strategies based on place value, properties of operations, or the relationship between addition and subtraction ● Students will multiply and divide decimals to hundredths, using strategies based on place value, properties of operations, or the relationship between addition and subtraction ● Students will multiply a whole number by a fraction and solve related story problems ● Students will multiply a fraction by a fraction and solve related story problems ● Students will demonstrate that the area of a rectangle with fractional side lengths can be found by multiplying the side lengths ● Students will solve story problems involving multiplication of fractions and mixed numbers ● Students will solve story problems involving division of a unit fraction by a whole number, and vice versa ● Students will convert among different-sized standard measurement units within a given

	given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1 ● Students will explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number ● Students will solve story problems involving multiplication of fractions and mixed numbers ● Students will divide a unit fraction by a whole number ● Students will use a visual model to represent division of a unit fraction by a whole number ● Students will divide a whole number by a unit fraction ● Students will use a visual model to represent division of a whole number by a unit fraction ● Students will solve story problems involving division of a unit fraction by a whole number ● Students will solve story problems involving division of a whole number by a unit fraction	● Students will measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units ● Students will find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes ● Students will use the formula V = l × w × h or V = b × h to find the volume of a right rectangular prism with whole number edge lengths and to solve a story problem ● Students will recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems ● Students will locate a point on a coordinate plane based on its ordered pair of coordinates ● Students will identify the x- and y-coordinates of a given point in a coordinate plane ● Students will write the x- and y-coordinates of a given point in a coordinate plane as an ordered pair ● Students will graph points in the first quadrant of the coordinate plane to represent a problem ● Students will describe the meaning of the values of coordinate points based on the context of a problem or situation ● Students will demonstrate an understanding that attributes of a category of 2-dimensional figures also belong to all subcategories of that category ● Students will classify 2-dimensional figures based on their attributes ● Students will classify 2-dimensional figures within a hierarchy based on properties	● Students will multiply a whole number by a fraction and solve related story problems ● Students will divide a unit fraction by a whole number using visual models ● Divide a whole number by a unit fraction using visual models ● Solve story problems involving division of a whole number by a unit fraction and vice versa	measurement system and solve related multi-step story problems ● Students will represent the product of three whole numbers as the volume of a right rectangular prism whose edge lengths are equal to those three whole numbers ● Students will use the formula V = l × w × h or V = b × h to find the volume of a right rectangular prism with whole-number edge lengths ● Students will graph points in the first quadrant of the coordinate plane to represent a problem and describe the meaning of their values based on the context of a problem or situation
Assessments	❖ **M1, S1** Unit 5 Pre-Assessment ❖ **M2, S1** Whole Number Times a Fraction Checkpoint ● **M3, S4** Fraction Times Fraction Checkpoint ● **M4, S6** Unit 5 Post-Assessment	● **M1, S1** Unit 6 Screener ● **M1, S7** Graphing Patterns Checkpoint ● **M3, S1** Shape Classification Checkpoint ● **M4, S3** Multiplying Mixed Numbers & Fractions Checkpoint ● **M4, S4** Unit 6 Post-Assessment	● **M1, S1 Unit 7 Screener** ● **M1, S6 Checkpoint** ○ Division ● **M2, S2 Division Problems Work Sample** ● **M2, S4 Checkpoint** ○ Fraction Division ● **M4, S1 Checkpoint** ○ Powers of Ten ● **M4, S4 Unit 7 Post-Assessment**	**M3, S4** Choosing Our Materials Student Book pages **M3, S5** Student model house designs **M4, S1** Testing Our Final Houses Student Book pages