

RUSD Math Crosswalks -FIFTH GRADE

Bridges Assessment Crosswalk Key:

Progress Toward Standard Headings :

1 Not Met, 2 Nearly Met / Progressing, 3 Standard Met, or 4 Exceeds

1 Not Met Column:

- If cell is blank, a 1 is a possible score
- A score of 1 is given if standard is not met.
- NA standard not taught in given trimester

2 Nearly Met/Progressing Column:

- The portion of the standard taught is listed
- **Yellow highlight** = standard has not been taught to mastery and a score of 1 or 2 is given
- **Some of** → = If the student has mastered some of the standard, a score of 2 is given
- **Green text** = portion of standard taught to mastery
- NA standard not taught in given trimester

3 Standard Met Column:

- Entire standard is listed in the 3 Standard Met Column
- **Bold** refers to portion of standard not taught by the end of the given trimester
- **Green text** or **highlight** = standard taught to mastery

4 Exceeds Column:

x = a score of 4 not given

Possible Assessments Column:

Bridges assessments given in each trimester are listed with assessment type and corresponding questions.

U1 = Unit 1

Q1a = Question 1a

NC = Number Corner

Assessments in Trimester 1, Trimester 2, Trimester 3

FIFTH GRADE

First Trimester

Update: [Bridges 3rd Edition - Assessment Map](#)

| [Optional NC Checkups](#)

| [Optional Fact Fluency Interviews](#)

Standard	Report Card Description	1 Not Met	2 Nearly Met / Progressing	3 Standard Met	4 Exceeds	Possible Assessments
						<i>Pending Update</i>
5.NBT.1-4 Aeries: CME.5.NBT.U	Understand the place value system	NA	NA	1. Understands that in a multi-digit number such as 4,587,934 each digit represents 10 times what it represents in the place to its right, and one-tenth what it represents in the place to the left. 2. Explains the patterns in the	x	

				number of zeros in the answer when multiplying by powers of 10 (e.g. 10, 100, 1000) 2. Explains patterns in the placement of the decimal point when multiplying or dividing by powers of 10. 3a. Reads and writes decimals to thousandths using numbers, words, and expanded notation. For example, writes 25,129 as twenty-five and one hundred twenty-nine thousandths, and also as $(2 \times 10) + (5 \times 1) + (1 \times \frac{1}{10}) + (2 \times \frac{1}{100}) + (9 \times \frac{1}{1000})$. 3b. Compares pairs of decimal numbers and uses $>$, $=$, and $<$ symbols to record the comparisons. 4. Rounds decimals to the nearest ten, one, tenth, or hundredth.			
5.NBT.5 Aeries: CME.5.NBT.5	**Required Fluency: Multi-digit multiplication	NA	NA	Uses the standard algorithm to multiply multi-digit whole numbers.	x		
5.NBT.6 Aeries: CME.5.NBT.6	Perform operations with multi-digit whole numbers		6. Uses models and strategies to divide 2- and 3-digit numbers by 2-digit numbers, with and without remainders.	6. Uses models and strategies to divide 2-, 3-, or 4-digit numbers by 2-digit numbers, with and without remainders. (Students are not expected to use the standard long division algorithm until sixth grade.)	x		U1 Checkpoint 2 - Q2b U1 Post - Q9b, 9c NC October - Q4
5.NBT.7 Aeries: CME.5.NBT.7	Perform operations with decimals to hundredths	NA	NA	7. Uses models and strategies to add and subtract decimals to hundredths. 7. Uses models and strategies to multiply and divide decimals to hundredths.	x		
5.NF1-2 Aeries: CME.5.NFU	Use equivalent fractions as a strategy to add and subtract fractions		Some of →	1. Adds and subtracts fractions with unlike denominators, e.g., $\frac{2}{3} + \frac{1}{2}$, by rewriting the fractions so they have the same denominator. 2. Estimates the answers to story problems that involve adding and subtracting fractions with unlike denominators, solves the problems, and assesses the reasonableness of answers.	x		U2 Work Sample - Q1a-c, 2a-c, 3a-c, 4a-c U2 Checkpoint 1 - Q1a-b, 2a-b, 3b, 6 U2 Checkpoint 2 - Q1a-c, 4a-c U2 Post - Q1a-d, 2a-d, 5a-c, 7, 8a-b, 9a-c, 10a-c NC October - Q11a-f

5.NF3-5,7 Aeries: CME.5.NFA	Apply and extend previous understandings of multiplication and division to multiply and divide fractions		3. Understands that a fraction such as $\frac{1}{2}$ means $1 \div 2$ and is actually the answer to the division combination, because 1 divided by 2 is $\frac{1}{2}$. 4a. Uses models and strategies to multiply a whole number by a fraction, e.g., $36 \times \frac{1}{4} = 9$	3. Understands that a fraction such as $\frac{1}{2}$ means $1 \div 2$ and is actually the answer to the division combination, because 1 divided by 2 is $\frac{1}{2}$. 4a. Uses models and strategies to multiply a whole number by a fraction, e.g., $36 \times \frac{1}{4} = 9$, and a fraction by another fraction, e.g., $\frac{3}{4} \times \frac{6}{8}$. 4b. Multiplies fractional side lengths to find areas of rectangles, and represents fraction by fraction multiplication as rectangular areas. 5a. Interpret multiplication as scaling 5b. Can explain why a given number multiplied by a fraction less than 1 results in a product smaller than the given number, and why a given number multiplied by a fraction greater than 1 results in a product greater than the given number 7a. Uses models and strategies to divide a unit fraction by a whole number, e.g., $\frac{1}{4} \div 3$. 7b. Uses models and strategies to divide a whole number by a unit fraction, e.g., $6 \div \frac{1}{2}$. 7c. Solves story problems that involve dividing a unit fraction by a whole number by a whole number and vice versa.	x		U2 Checkpoint 1 - Q3a, 5 U2 Checkpoint 2 - Q2a-c, 3 U2 Post - Q3a-b, 4, 6a-b
5.MD.3-5 Aeries: CME.5.MD.G	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition		3a. Understands that volume has to do with the amount of space taken up by a three-dimensional object, and is measured in cubic units. 3b. Understands that a solid figure, such as a rectangular prism, which can be packed using n unit cubes has a volume of n cubic units. 4. Measures the volume of a solid figure by counting the cubes it takes to fill it, with no gaps or overlaps. 5a. Finds the volume of a rectangular prism by packing	3a. Understands that volume has to do with the amount of space taken up by a three-dimensional object, and is measured in cubic units. 3b. Understands that a solid figure, such as a rectangular prism, which can be packed using n unit cubes has a volume of n cubic units. 4. Measures the volume of a solid figure by counting the cubes it takes to fill it, with no gaps or overlaps. 5a. Finds the volume of a rectangular prism by packing it with unit cubes, and shows that the result is the same as would be found by multiplying the length times the width times the height of the prism.	x		U1 Work Sample - Q1a,1b U1 Checkpoint 2 - 1a, 1b, 2a, 5, 6 U1 Post - 5a-c, 8, 9c NC October - Q2, 3, 12a-d

			it with unit cubes, and shows that the result is the same as would be found by multiplying the length times the width times the height of the prism.	5b. Uses the formulas $V=l \times w \times h$ and $V=B \times h$ to find the volume of the rectangular prisms. 5c. Finds the volume of a solid figure composed of two or more non-overlapping rectangular prisms by calculating the volume of each prism and adding the results.			
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Supporting & Additional Clusters addressed this trimester:

OA.1-2, 7

FIFTH GRADE

Second Trimester

Update: [Bridges 3rd Edition - Assessment Map](#)

| [Optional NC Checkups](#)

| [Optional Fact Fluency Interviews](#)

Standard	Report Card Description	1 Not Met	2 Nearly Met / Progressing	3 Standard Met	4 Exceeds	Possible Assessments <i>Pending Update</i>
5.NBT.1-4 Aeries: CME.5.NBTU	Understand the place value system		3a. Reads and writes decimals to thousandths using numbers, words, and expanded notation. For example, writes 25,129 as twenty-five and one hundred twenty-nine thousandths, and also as $(2 \times 10) + (5 \times 1) + (1 \times 1/10) + (2 \times 1/100) + (9 \times 1/1000)$. 3b. Compares pairs of decimal numbers and uses $>$, $=$, and $<$ symbols to record the comparisons. 4. Rounds decimals to the nearest ten, one, tenth, or hundredth. NBT1-2 (Unit 7) NBT3-4 (Unit 3)	1. Understands that in a multi-digit number such as 4,587,934 each digit represents 10 times what it represents in the place to its right, and one-tenth what it represents in the place to the left. 2. Explains the patterns in the number of zeros in the answer when multiplying by powers of 10 (e.g. 10, 100, 1000) 2. Explains patterns in the placement of the decimal point when multiplying or dividing by powers of 10. 3a. Reads and writes decimals to thousandths using numbers, words, and expanded notation. For example, writes 25,129 as twenty-five and one hundred twenty-nine thousandths, and also as $(2 \times 10) + (5 \times 1) + (1 \times 1/10) + (2 \times 1/100) + (9 \times 1/1000)$. 3b. Compares pairs of decimal numbers and uses $>$, $=$, and $<$ symbols to record the comparisons. 4. Rounds decimals to the nearest ten, one, tenth, or hundredth.	x	U3 Work Sample - Q1-2 U3 Checkpoint 1 - Q1, 2,3,4 U3 Checkpoint 2 - Q1, 2,3 U3 Post - Q1, 2, 3, 4, 7a-c
5.NBT.5 Aeries: CME.5.NBT.5	**Required Fluency: Multi-digit multiplication		Some of →	5. Uses the standard algorithm to multiply multi-digit whole numbers.	x	U4 Checkpoint1 - Q3 U4 Checkpoint2 - Q1-2, 3a-c U4 Post Q1a-b, 2, 5
5.NBT.6 Aeries: CME.5.NBT.6	Perform operations with multi-digit whole numbers		Some of →	6. Uses models and strategies to divide 2-, 3-, or 4-digit numbers by 2-digit numbers, with and without remainders. (Students are not expected to use the standard long division algorithm until sixth grade.)	x	U1 Checkpoint 2 - Q2b U1 Post - Q9b, 9c NC October - Q4 U3 Post - Q9a-c, 10a-c U4 Checkpoint1 - Q4 U4 Post - Q5 NC January - Q7a-h

5.NBT.7 Aeries: CME.5.NBT.7	Perform operations with decimals to hundredths		Some of →	7. Uses models and strategies to add and subtract decimals to hundredths. 7. Uses models and strategies to multiply and divide decimals to hundredths.	x	U3 Checkpoint1 - Q5a-f U3 Checkpoint 2 - Q4 U3 Post - Q5a-b, 6 U4 Work Sample - Q1-3 U4 Checkpoint1 - Q1-2 NC January - Q2a-d, 3a-f, 10, 11, 12,13a-b, 7a-h NC March - Q2, 3,4 7, 10
5.NF1-2 Aeries: CME.5.NFU	Use equivalent fractions as a strategy to add and subtract fractions	NA	NA	1. Adds and subtracts fractions with unlike denominators	x	U2 Work Sample - Q1a-c, 2a-c, 3a-c, 4a-c U2 Checkpoint 1 - Q1a-b, 2a-b, 3b, 6 U2 Checkpoint 2 - Q1a-c, 4a-c U2 Post - Q1a-d, 2a-d, 5a-c, 7, 8a-b, 9a-c, 10a-c NC October - Q11a-f NC January - Q1a-g, 15 NC March - Q1, 9a-c
5.NF3-5,7 Aeries: CME.5.NFA	Apply and extend previous understandings of multiplication and division to multiply and divide fractions		Some of →	<i>The following standards are assessed for mastery in March NC:</i> 3. Understands that a fraction such as $\frac{1}{2}$ means $1 \div 2$ and is actually the answer to the division combination, because 1 divided by 2 is $\frac{1}{2}$. <i>The following standards are assessed for mastery in Unit 5:</i> 4a. Uses models and strategies to multiply a whole number by a fraction, e.g., $36 \times \frac{1}{4} = 9$, and a fraction by another fraction, e.g., $\frac{3}{4} \times \frac{6}{8}$. 4b. Multiplies fractional side lengths to find areas of rectangles, and represents fraction by fraction multiplication as rectangular areas. 5a. Interpret multiplication as scaling 5b. Can explain why a given number multiplied by a fraction less than 1 results in a product smaller than the given number, and why a given number multiplied by a fraction greater than 1 results in a product greater than the given number. 7a. Uses models and strategies to divide a unit fraction by a whole number, e.g., $\frac{1}{4} \div 3$. 7b. Uses models and strategies to divide a whole number by a unit fraction, e.g., $6 \div \frac{1}{2}$. 7c. Solves story problems that involve dividing	x	U2 Checkpoint 1 - Q3a, 5 U2 Checkpoint 2 - Q2a-c, 3 U2 Post - Q3a-b, 4, 6a-b U4 Post- Q3-4 U5 Checkpoint 1 - Q1-4 U5 Checkpoint 2 - Q1-4 U5 Post 1-5 U6 Checkpoint 3 - Q1-3 NC January - Q3a-f, 14 NC March - Q3, 4, 8a-b, 11

				a unit fraction by a whole number by a whole number and vice versa.		
5.MD.3-5 Aeries: CME.5.MD.G	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition		3a. Understands that volume has to do with the amount of space taken up by a three-dimensional object, and is measured in cubic units. 3b. Understands that a solid figure, such as a rectangular prism, which can be packed using n unit cubes has a volume of n cubic units. 4. Measures the volume of a solid figure by counting the cubes it takes to fill it, with no gaps or overlaps. 5a. Finds the volume of a rectangular prism by packing it with unit cubes, and shows that the result is the same as would be found by multiplying the length times the width times the height of the prism. (MD.5b-c Unit 6)	3a. Understands that volume has to do with the amount of space taken up by a three-dimensional object, and is measured in cubic units. 3b. Understands that a solid figure, such as a rectangular prism, which can be packed using n unit cubes has a volume of n cubic units. 4. Measures the volume of a solid figure by counting the cubes it takes to fill it, with no gaps or overlaps. 5a. Finds the volume of a rectangular prism by packing it with unit cubes, and shows that the result is the same as would be found by multiplying the length times the width times the height of the prism. 5b. Uses the formulas $V=l \times w \times h$ and $V=B \times h$ to find the volume of the rectangular prisms. 5c. Finds the volume of a solid figure composed of two or more non-overlapping rectangular prisms by calculating the volume of each prism and adding the results.	x	U1 Work Sample - Q1a,1b U1 Checkpoint 2 - 1a, 1b, 2a, 5, 6 U1 Post - 5a-c, 8, 9c NC October - Q2, 3, 12a-d U6 Post - Q4a-4b, 5 NC January - Q4 NC March - Q5a-b, 12

Supporting & Additional Clusters addressed this trimester: MD.1-2

FIFTH GRADE

Third Trimester

Update: [Bridges 3rd Edition - Assessment Map](#)

| [Optional NC Checkups](#)

| [Optional Fact Fluency Interviews](#)

Standard	Report Card Description	1 Not Met	2 Nearly Met / Progressing	3 Standard Met	4 Exceeds	Possible Assessments <i>Pending Update</i>
5.NBT.1-4 Aeries: CME.5.NBT.U	Understand the place value system		Some of →	1. Understands that in a multi-digit number such as 4,587,934 each digit represents 10 times what it represents in the place to its right, and one-tenth what it represents in the place to the left. 2. Explains the patterns in the number of zeros in the answer when multiplying by powers of 10 (e.g. 10, 100, 1000) 2. Explains patterns in the placement of the decimal point when multiplying or dividing by powers of 10. 3a. Reads and writes decimals to thousandths using numbers, words, and expanded notation. For example, writes 25,129 as twenty-five and one hundred twenty-nine thousandths, and also as $(2 \times 10) + (5 \times 1) + (1 \times 1/10) + (2 \times 1/100) + (9 \times 1/1000)$. 3b. Compares pairs of decimal numbers and uses $>$, $=$, and $<$ symbols to record the comparisons. 4. Rounds decimals to the nearest ten, one, tenth, or hundredth.	See 6th Grade Supp. Stand.	U3 Work Sample - Q1-2 U3 Checkpoint 1 - Q1, 2,3,4 U3 Checkpoint 2 - Q1, 2,3 U3 Post - Q1, 2, 3, 4, 7a-c NC May - Q 1a-d CGA- Q4, 5, 7a-, 8a-b, 9, 10, 11
5.NBT.5 Aeries: CME.5.NBT.5	**Required Fluency: Multi-digit multiplication		Some of →	5. Uses the standard algorithm to multiply multi-digit whole numbers.	See 6th Grade Supp. Stand.	U4 Checkpoint1 - Q3 U4 Checkpoint2 - Q1-2, 3a-c U4 Post Q1a-b, 2, 5 CGA- Q12a-b, 13
5.NBT.6 Aeries: CME.5.NBT.6	Perform operations with multi-digit whole numbers		Some of →	6. Uses models and strategies to divide 2-, 3-, or 4-digit numbers by 2-digit numbers, with and without remainders. (Students are not expected to use the standard long division algorithm until sixth grade.)	See 6th Grade Supp. Stand.	U1 Checkpoint 2 - Q2b U1 Post - Q9b, 9c NC October - Q4 U3 Post - Q9a-c, 10a-c U4 Checkpoint1 - Q4 U4 Post - Q5 NC January - Q7a-h U7 Checkpoint1 -Q1a-b, 2 U7 Work Sample - Q1

						U7 Post - Q3a-c, 4a-c, 5a-b NC May - Q12a-e CGA- Q14, 15a-b
5.NBT.7 Aeries: CME.5.NBT.7	Perform operations with decimals to hundredths		Some of →	7. Uses models and strategies to add and subtract decimals to hundredths. 7. Uses models and strategies to multiply and divide decimals to hundredths.	See 6th Grade Supp. Stand.	U3 Checkpoint1 - Q5a-f U3 Checkpoint 2 - Q4 U3 Post - Q5a-b, 6 U4 Work Sample - Q1-3 U4 Checkpoint1 - Q1-2 NC January - Q2a-d, 3a-f, 10, 11, 12, 13a-b, 7a-h NC March - Q2, 3, 4, 7, 10 U7 Checkpoint1 - Q3 U7 Work Sample - Q2 NC May - Q4, 5, 6, 9a-b, 12a-e CGA- Q5, 16a-d, 17, 18a-d, 19, 20
5.NF1-2 Aeries: CME.5.NFU	Use equivalent fractions as a strategy to add and subtract fractions		Some of →	1. Adds and subtracts fractions with unlike denominator, e.g., $\frac{2}{3} + \frac{1}{2}$, by rewriting the fractions so they have the same denominator. 2. Estimates the answers to story problems that involve adding and subtracting fractions with unlike denominators, solves the problems, and assesses the reasonableness of answers.	See 6th Grade Supp. Stand.	U2 Work Sample - Q1a-c, 2a-c, 3a-c, 4a-c U2 Checkpoint 1 - Q1a-b, 2a-b, 3b, 6 U2 Checkpoint 2 - Q1a-c, 4a-c U2 Post - Q1a-d, 2a-d, 5a-c, 7, 8a-b, 9a-c, 10a-c NC October - Q11a-f NC January - Q1a-g, 15 NC March - Q1, 9a-c NC May - Q2a-b, 10a-c, 11a-c CGA- Q21, 22, 23a-c, 24a-c
5.NF3-5,7 Aeries: CME.5.NFA	Apply and extend previous understandings of multiplication and division to multiply and divide fractions		Some of →	3. Understands that a fraction such as $\frac{1}{2}$ means $1 \div 2$ and is actually the answer to the division combination, because 1 divided by 2 is $\frac{1}{2}$. 4a. Uses models and strategies to multiply a whole number by a fraction, e.g., $36 \times \frac{1}{4} = 9$, and a fraction by another fraction, e.g., $\frac{3}{4} \times \frac{6}{8}$. 4b. Multiplies fractional side lengths to find areas of rectangles, and represents fraction by fraction multiplication as rectangular areas. 5a. Interpret multiplication as scaling 5b. Can explain why a given number multiplied by a fraction less than 1 results in a product smaller than the given number, and why a given number multiplied by a fraction greater than 1 results in a product greater than	See 6th Grade Supp. Stand.	U2 Checkpoint 1 - Q3a, 5 U2 Checkpoint 2 - Q2a-c, 3 U2 Post - Q3a-b, 4, 6a-b U4 Post- Q3-4 U5 Checkpoint 1 - Q1-4 U5 Checkpoint 2 - Q1-4 U5 Post 1-5 U6 Checkpoint 3 - Q1-3 NC January - Q3a-f, 14 NC March - Q3, 4, 8a-b, 11 U7 Checkpoint2 - Q1-6 U7 Post Q 1a-b, 2a-b NC May - Q3a-c, 4, 7, 8a-b, 9a-b,

				the given number. 7a. Uses models and strategies to divide a unit fraction by a whole number, e.g., $\frac{1}{4} \div 3$. 7b. Uses models and strategies to divide a whole number by a unit fraction, e.g., $6 \div \frac{1}{2}$. 7c. Solves story problems that involve dividing a unit fraction by a whole number by a whole number and vice versa.		12a-e, 13 CGA- Q25, 26, 27a-b, 28a-c, 29a-b, 30, 31, 32
5.MD.3-5 Aeries: CME.5.MD.G	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition		Some of →	3a. Understands that volume has to do with the amount of space taken up by a three-dimensional object, and is measured in cubic units. 3b. Understands that a solid figure, such as a rectangular prism, which can be packed using n unit cubes has a volume of n cubic units. 3b. Understands that a solid figure, such as a rectangular prism, which can be packed using n unit cubes has a volume of n cubic units. 4. Measures the volume of a solid figure by counting the cubes it takes to fill it, with no gaps or overlaps. 5a. Finds the volume of a rectangular prism by packing it with unit cubes, and shows that the result is the same as would be found by multiplying the length times the width times the height of the prism. 5b. Uses the formulas $V=l \times w \times h$ and $V=B \times h$ to find the volume of the rectangular prisms. 5c. Finds the volume of a solid figure composed of two or more non-overlapping rectangular prisms by calculating the volume of each prism and adding the results.	See 6th Grade Supp. Stand.	U1 Work Sample - Q1a,1b U1 Checkpoint 2 - 1a, 1b, 2a, 5, 6 U1 Post - 5a-c, 8, 9c NC October - Q2, 3, 12a-d U6 Post - Q4a-4b, 5 NC January - Q4 NC March - Q5a-b, 12 CGA- Q33, 34a-e, 35, 36a-b, 39

Supporting & Additional Clusters addressed this trimester: MD.1-2, G.1-4