

Grade 5 – N09 within Unit 10: Fractions, Decimals, and Addition & Subtraction of Decimal Numbers (Application of Partitioning)

N09 Students will be expected to relate decimals to fractions and fractions to decimals (to thousandths). [CN, R, V]

Performance Indicators

N09.01 Express, orally and symbolically, a given fraction with a denominator of 10, 100, or 1000 as a decimal.

N09.02 Read decimals as fractions (e.g., 0.45 is read as zero and forty-five hundredths).

N09.03 Express, orally and symbolically, a given decimal in fraction form.

N09.04 Represent the fractions $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{4}$ as decimals using base-ten blocks, grids, and number lines.

N09.05 Express a given pictorial or concrete representation as a fraction or decimal (e.g., 250 shaded squares on a thousandth grid can be expressed as 0.250 or $\frac{250}{1000}$).

Limited	Developing	Competent	In-Depth
Student can express, orally or symbolically, some fractions with a denominator of 10 or 100 as a decimal. Student can read some decimals to the tenths and/or hundredths as fractions. Student can express, orally or symbolically, some decimals to the tenths and/or hundredths in fraction form. Student can represent the fraction one-half as a decimal using base-ten blocks or grids or number lines. Student can express some pictorial or concrete representation to the tenths and/or hundredths as a fraction or decimal.	Student can express, orally or symbolically, some fractions with a denominator of 10, 100, or 1000 as a decimal. Student can read some decimals to the thousandths as fractions. Student can express, orally or symbolically, some decimals to the thousandths in fraction form. Student can represent the fractions one-half, one-quarter and three-quarters as decimals using base-ten blocks or grids or number lines. Student can express some pictorial or concrete representation to the thousandths as a fraction or decimal.	Student can express, orally and symbolically, a given fraction with a denominator of 10, 100, or 1000 as a decimal. Student can read decimals to the thousandths as fractions. Student can express, orally and symbolically, a given decimal to the thousandths in fraction form. Student can represent the fractions one-half, one-quarter and three-quarters as decimals using base-ten blocks, grids, and number lines. Student can express a given pictorial or concrete representation to the thousandths as a fraction or decimal.	Student can represent a given fraction to the thousandths in a variety of ways (ex. 250 shaded squares on a thousandth grid $\frac{250}{1000}$ can be expressed as 0.250 and $\frac{250}{1000}$) and explain why the representations are equivalent.

