

Grade 5 – N01 within Unit 1: Numbers to 1 000 000

N01 Students will be expected to represent and partition whole numbers to 1 000 000. [C, CN, T, V]

Performance Indicators

N01.01 Read a given numeral without using the word “and.” ** Does not apply for French*

N01.02 Record numerals for numbers expressed orally, concretely, pictorially, or symbolically as expressions, using proper spacing without commas.

N01.03 Describe the pattern of adjacent place positions moving from right to left.

N01.04 Explain the meaning of each digit in a given numeral.

N01.05 Provide examples of large numbers used in print or electronic media.

N01.06 Express a given numeral in expanded notation.

N01.07 Write the numeral represented by a given expanded notation.

N01.08 Compare and order numbers to 1 000 000 in a variety of ways.

N01.09 Represent a given numeral, 0 to 1 000 000, using a place-value chart.

N01.10 Represent a given number, 0 to 1 000 000, in a variety of ways, and explain how they are equivalent.

N01.11 Represent a given number, 0 to 1 000 000, using expressions.

N01.12 Read and write given numerals, 0 to 1 000 000, in words. ** Correct spelling is not required*

** At this point in the year, students are beginning to develop meaning for numbers from 10 000 to 1 000 000. It would be appropriate for students to be working with any five- and six-digit numbers, however, proficiency with the full range of numbers 10 000 to 1 000 000 is not expected in unit 1.*

Limited	Developing	Competent	In-Depth
Student can represent a four-digit number and model an equivalent representation (ex. place value chart, number line, expanded notation, etc.). Student can record numerals for four-digit numbers expressed orally and/or concretely and/or pictorially and/or by a given expanded notation and/or symbolically as expressions. Student can recognize the pattern of adjacent place positions moving right to left and/or can model the meaning of each digit for some numerals. Student can compare and order some four-digit numbers using a model (ex. base-ten, place value chart, etc.). Student can read and write four-digit numbers in numerals and/or words and/or expanded notation.	Student can represent some numbers to 1 000 000 in a variety of ways (ex. place value chart, number line, expanded notation, etc.) and model an equivalent representation. Student can record numerals for some numbers to 1 000 000 expressed orally and/or concretely and/or pictorially and/or by a given expanded notation and/or symbolically as expressions. Student can recognize the pattern of adjacent place positions moving right to left and/or can model the meaning of each digit in a given numeral to one million. Student can compare and order numbers to 1 000 000 using a model (ex. base-ten, place value chart, etc.). Student can read and write some numbers to one million in numerals and/or words and/or expanded notation.	Student can represent a given number to 1 000 000 in a variety of ways (ex. place value chart, number line, expanded notation, etc.) and explain how the representations are equivalent. Student can record numerals for a given number to 1 000 000 expressed orally, concretely, pictorially, by a given expanded notation and symbolically as expressions including numbers presented in non-standard arrangements (ex. base-ten blocks placed in random order, expressions and expanded form with place values out of sequence or with 0 place holders, etc.). Student can recognize and describe the pattern of adjacent place positions moving right to left and can explain the meaning of each digit in a given numeral to one million. Student can compare and order numbers to 1 000 000 in a variety of ways (ex. number lines, place value charts, etc.). Student can read and write a given number to one million in numerals, words and expanded notation. Student can provide examples of large numbers (to 1 000 000) used in print or electronic media.	Student can explain the strategy used to translate a variety of equivalent representations and expressions (ex. place-value chart to a numeral or a base-ten picture to expanded form). Student can use benchmarks and the place value system to compare and order numbers.

