



Fifth Grade First Quarter
Pacing Guide
 Go Math! Chapters 1-2

| Mathematical Practices | Vocabulary | |
|--|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Make sense of problems and persevere in solving them. <input type="checkbox"/> Reason abstractly and quantitatively. <input type="checkbox"/> Construct viable arguments and critique the reasoning of others. <input type="checkbox"/> Model with mathematics. <input type="checkbox"/> Use appropriate tools strategically. <input type="checkbox"/> Attend to precision. <input type="checkbox"/> Look for and make use of structure. <input type="checkbox"/> Look for and express regularity in repeated reasoning. | <p>NBT</p> <ul style="list-style-type: none"> Base Distributive Property Evaluate Exponent Inverse operations Place value Period <p>OA</p> <ul style="list-style-type: none"> Compatible numbers Estimate Multiply Numerical expression Order of operations Partial Quotients Remainder | <p>NF</p> <ul style="list-style-type: none"> Dividend Divisor Factor Product Quotient |

Prerequisites

Last year, teachers spent a large majority of the instructional time on these focus skills.
 This year, students should have a strong foundation in the following areas:

| Major Focus | Supporting Work | Additional Work (Minor) |
|---|---|---|
| <p>Use the four operations with whole numbers to solve problems.</p> <p>Generalize place value understanding for multi-digit whole numbers.</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Extend understanding of fraction equivalence and ordering.</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand decimal notation for fractions and compare decimal fractions.</p> | <p>Gain familiarity with factors and multiples.</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>Represent and interpret data.</p> | <p>Generate and analyze patterns.</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Draw and identify lines and angles and classify shapes by properties of their lines and angles.</p> |

Mathematics

Introduction to Your Mathematics Pacing Guide

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This Mathematics Pacing Guide has been aligned to the Go Math! Series for this grade level. Please teach the units and concepts with fidelity in the order that they have been laid out.

We will review the pacing guide at the end of the year and adjust accordingly.

The following tips may be helpful as you use the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide.
- Incorporate the enclosed research-based instructional practices.
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- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
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| Operations & Algebraic Thinking | Number & Operations in Base Ten | Number & Operations - Fractions | Measurement & Data | Geometry |
|---|--|--|--|---|
| <p>*Weeks 1-3 Review the previous grade level standards</p> <p>*Week 4-Start the Core Standards</p> <p>4.OA.1: Interpret and write equations for multiplicative comparisons.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write multiplication equations. <ul style="list-style-type: none"> • Lesson 2.1 <p>4.OA.1</p> <p><input type="checkbox"/> I CAN interpret and understand an equation as a comparison using groups.</p> <p><input type="checkbox"/> I CAN explain a multiplication equation.</p> <p>4.OA.2: Solve problems with whole numbers using the four operations. Interpret and write equations for multiplicative comparisons.</p> <ul style="list-style-type: none"> • Lesson 2.1 <p>4.OA.2</p> <p><input type="checkbox"/> I CAN represent word problems using equations with a letter standing for the unknown number.</p> <p>4.OA.3: Determine and justify solutions for multi-step word problems, including problems where remainders must be interpreted.</p> <ol style="list-style-type: none"> a. Write equations to show solutions for multi-step word problems with a letter standing for the unknown quantity. b. Determine reasonableness of answers for multi-step word problems, using mental computation and estimation strategies including rounding. <ul style="list-style-type: none"> • Lesson 2.2 <p>4.OA.3</p> <p><input type="checkbox"/> I CAN apply addition and subtraction to solve multi-step word problems.</p> <p><input type="checkbox"/> I CAN estimate and tell if my answer is reasonable using rounding.</p> | <p>NBT.7: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can read and write larger whole numbers using numerals, words and in expanded form. <input type="checkbox"/> I can compare two larger numbers by using what I know about the values in each place. symbols to show the comparison. <p>4.NBT.7: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can read and write larger whole numbers using numerals, words and in expanded form. <input type="checkbox"/> I can compare two larger numbers by using what I know about the values in each place. symbols to show the comparison. <p>4.NBT.9: Use place value understanding to round multi-digit whole numbers to any place.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can round larger whole numbers to any place. • Lesson 1.4 <p>4.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <ul style="list-style-type: none"> • Lessons 1.6-1.8 <p><small>SchoolsPLP: Lesson 4</small></p> <p>5.NBT.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN understand that each place value is 10 times larger to the place on its right and the inverse also applies. <p>5.NBT.1: 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.</p> <ul style="list-style-type: none"> • Lessons 1.1-1.2 <p><small>SchoolsPLP: Lesson 1</small></p> <p><small>Ready Common Core: Lesson 1</small></p> <p>5.NBT.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN write any number in expanded notation or by using powers of 10. <p>5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a</p> | <p>4.NF.14: Compare two fractions with different numerators and different denominators using concrete models, benchmarks (0, $\frac{1}{2}$, 1), common denominators, and/or common numerators, recording the comparisons with symbols $>$, $=$, or $<$, and justifying the conclusions.</p> <ol style="list-style-type: none"> a. Explain that comparison of two fractions is valid only when the two fractions refer to the same whole. <ul style="list-style-type: none"> <input type="checkbox"/> I can compare two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing them to a benchmark fraction like one-half. <input type="checkbox"/> I can recognize that comparisons of fractions are valid only when the two fractions refer to the same whole. <ul style="list-style-type: none"> • Lesson 6.6-6.8 <p>4.NF.15: Model and justify decompositions of fractions and explain addition and subtraction of fractions as joining or separating parts referring to the same whole.</p> <ol style="list-style-type: none"> a. Decompose a fraction as a sum of unit fractions and as a sum of fractions with the same denominator in more than one way using area models, length models, and equations. b. Add and subtract fractions and mixed numbers with like denominators using fraction equivalence, properties of operations, and the relationship between addition and subtraction. c. Solve word problems involving addition and subtraction of fractions and mixed numbers having like denominators, using drawings, visual fraction models, and equations to represent the problem. <ul style="list-style-type: none"> <input type="checkbox"/> I can understand addition and subtraction of fractions as joining and separating parts referring to the same whole. | <p>4.MD.23: Apply the area and perimeter formulas for rectangles in real-world and mathematical situations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use what I know about area and perimeter to solve real world problems involving rectangles. <ul style="list-style-type: none"> • Lessons 13.1-13.5 | <p>4.G.27: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify and draw points, lines, line segments, rays, angles and perpendicular & parallel lines. <input type="checkbox"/> I can classify two-dimensional shapes based on what I know about their geometrical attributes. <ul style="list-style-type: none"> • Lessons 10.1 and 10.3 |

5.OA.1

- I CAN use the order of operations with whole numbers.

5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and **evaluate expressions** with these symbols.
Lessons 1.11-1.12

SchoolsPLP: Lessons 98,99,100,102
Ready Common Core: Lesson 19

5.OA.2

- I CAN read, write, and interpret expressions.

5.OA.2: Write simple expressions that record calculations with numbers and **interpret numerical expressions without evaluating them.**
Lesson 1.10

SchoolsPLP: Lessons 10,95,96,97,101
Ready Common Core: Lesson 19

number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

- **Lessons 1.4-1.5**
- **Lessons 4.1 and 4.3-4.4**

SchoolsPLP: Lesson 13
Ready Common Core: Lesson 2

5.NBT.5

- I CAN fluently multiply multi-digit whole numbers.

5.NBT.5: Fluently multiply multi-digit whole numbers using the standard algorithm.

- **Lesson 1.6-1.7**

SchoolsPLP: Lessons 6,7,12,14,15
Ready Common Core: Lesson 5 and 6

5.NBT.6

- I CAN divide with a two-digit divisor using various strategies.

5.NBT.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Lessons 1.3 and 1.8-1.9

Lessons 2.1-2.2

SchoolsPLP: Lessons 16,17,18,19,20,21,22,23,24,103,109

- I can decompose a fraction into a sum of fractions with the same denominator in more than one way and justify my work using models.

- I can add and subtract mixed numbers with like denominators.

- I can solve word problems involving addition and subtraction of fractions that refer to the same whole and that have like denominators.

- **Lesson 7.1**
- **Lessons 7.2 and 7.6**
- **Lessons 7.7-7.9**

Lessons 7.3-7.5 and 7.10

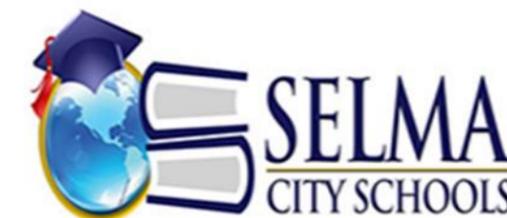
5.NF.5

- I CAN understand multiplication by comparing the sizes of the factors in related multiplication problems.

5.NF.5: Interpret multiplication as scaling (resizing), by:

5.NF.5a: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

- **Lessons 7.5, 7.8**



Fifth Grade Second Quarter Pacing Guide

Go Math! Chapters 3-5

| Mathematical Practices | Vocabulary | |
|--|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Make sense of problems and persevere in solving them. <input type="checkbox"/> Reason abstractly and quantitatively. <input type="checkbox"/> Construct viable arguments and critique the reasoning of others. <input type="checkbox"/> Model with mathematics. <input type="checkbox"/> Use appropriate tools strategically. <input type="checkbox"/> Attend to precision. <input type="checkbox"/> Look for and make use of structure. <input type="checkbox"/> Look for and express regularity in repeated reasoning. | <ul style="list-style-type: none"> Benchmark Compatible numbers Decimal Decimal point Dividend Divisor Equivalent fractions Estimate Expanded Form Exponent Hundredths Multiplication | <ul style="list-style-type: none"> Ones Pattern Product Place value Quotient Remainder Round Sequence Tenths Term Thousandths |

Prerequisite

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| Major Focus | Supporting Work | Additional Work (Minor) |
|---|---|---|
| <p>Use the four operations with whole numbers to solve problems.</p> <p>Generalize place value understanding for multi-digit whole numbers.</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Extend understanding of fraction equivalence and ordering.</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand decimal notation for fractions and compare decimal fractions.</p> | <p>Gain familiarity with factors and multiples.</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>Represent and interpret data.</p> | <p>Generate and analyze patterns.</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Draw and identify lines and angles and classify shapes by properties of their lines and angles.</p> |

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We will review the pacing guide at the end of the year and adjust accordingly.

Mathematics

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- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is

achieved.

- Become familiar with sequencing at previous and subsequent grade levels.
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Operations & Algebraic Thinking

Number & Operations in Base Ten

Number & Operations - Fractions

Measurement & Data

Geometry

This is not a focus area during this quarter.

Continue to reinforce skills and concepts previously introduced, as necessary.

5.NBT.2

- I CAN write any decimal in expanded notation.

5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole- number exponents to denote powers of 10.

- **Lessons 4.7-4.8**
- **Lessons 5.1, 5.4 and 5.6**

SchoolsPLP: Lessons 5 and 40
Ready Common Core: Lesson 3

5.NBT.4

- I CAN round decimals to any place.

5.NBT.4: Use place value understanding to **round** decimals to any place.

Lesson 3.4

SchoolsPLP: Lessons 4 and 33
Ready Common Core: Lesson 4

5.NBT.7

- I CAN add decimals to the hundredths using various strategies.
- I CAN subtract decimals to the hundredths using various strategies.
- I CAN multiply decimals to the hundredths using various strategies.
- I CAN divide decimals to the hundredths using various strategies.

NBT.7: Add, subtract, multiply, and divide decimals to hundredths, **using concrete models or drawings and strategies** based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method, and explain the reasoning used.

- **Lessons 3.5-3.12**

SchoolsPLP: Lessons 8,9,28,29,30 ,31,32,33,34,35,36,37, 39,41,42,43,44,45,46,47,48,50,52,53,54,55,56,57,58,59,60,104, 105,106,107,108,110
Ready Common Core: Lessons 7,8,9

This is not a focus area during this quarter.

Continue to reinforce skills and concepts previously introduced, as necessary.

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Fifth Grade Third Quarter Pacing Guide

Go Math! Chapters 6-8

Mathematics

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| Mathematical Practices | | | Vocabulary | | |
|--|--|---|--|--|--|
| <input type="checkbox"/> Make sense of problems and persevere in solving them. <input type="checkbox"/> Reason abstractly and quantitatively. <input type="checkbox"/> Construct viable arguments and critique the reasoning of others. <input type="checkbox"/> Model with mathematics. <input type="checkbox"/> Use appropriate tools strategically. <input type="checkbox"/> Attend to precision. <input type="checkbox"/> Look for and make use of structure. <input type="checkbox"/> Look for and express regularity in repeated reasoning. | Benchmark Common denominator Common multiple Denominators Difference Dividend Divisor Equation | Equivalent fraction Fraction Mixed numbers Numerator Product Quotient Simplest form Sum | Prerequisites Last year, teachers spent a large majority of the instructional time on these focus skills. This year, students should have a strong foundation in the following areas: | | |
| Major Focus | Supporting Work | Additional Work (Minor) | | | |
| Use the four operations with whole numbers to solve problems. Generalize place value understanding for multi-digit whole numbers. Use place value understanding and properties of operations to perform multi-digit arithmetic. Extend understanding of fraction equivalence and ordering. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand decimal notation for fractions and compare decimal fractions. | Gain familiarity with factors and multiples. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Represent and interpret data. | Generate and analyze patterns. Geometric measurement: understand concepts of angle and measure angles. Draw and identify lines and angles, and classify shapes by properties of their lines and angles. | | | |

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| Operations & Algebraic Thinking | Number & Operations in Base Ten | Number & Operations - Fractions | Measurement & Data | Geometry |
|--|--|---|--|--|
| <p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p> | <p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p> | <p>5.NF.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN add and subtract fractions with unlike denominators (including mixed numbers) and simplify my answers. <input type="checkbox"/> I CAN find and use equivalent fractions. <input type="checkbox"/> I CAN convert between improper fractions and mixed numbers. <p>5.NF.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <ul style="list-style-type: none"> • Lessons 6.4-6.8, 6.10 <p><small>SchoolsPLP: Lessons 64,67,68,69,70,72,73 Ready Common Core: Lesson 10</small></p> <p>5.NF.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN solve word problems using addition and subtraction of fractions with like and unlike denominators. <p>5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p> <ul style="list-style-type: none"> • Lessons 6.1-6.3, 6.9 <p><small>SchoolsPLP: Lessons 62,63,65,66 Ready Common Core: Lesson 11</small></p> <p>5.NF.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN explain a fraction as division of the numerator by the denominator. <input type="checkbox"/> I CAN solve division of whole number word problems where the answer is a fraction or mixed number. <p>5.NF.3: Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <ul style="list-style-type: none"> • Lesson 8.3 <p><small>SchoolsPLP: Lessons 71,76,91 Ready Common Core: Lesson 12</small></p> <p>5.NF.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN multiply a fraction by a whole number using various strategies. <input type="checkbox"/> I CAN use various strategies to find the area of a rectangle with fraction side lengths and represent the area with a fraction. | <p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p> | <p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p> |

5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

5.NF.4a: Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.

- **Lessons 7.1-7.3, 7.6**

5.NF.4b: Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.

- **Lessons 7.4, 7.7**

SchoolsPLP: Lessons 77,78,79,80,82,83,85
Ready Common Core: Lessons 13 and 14

5.NF.5

I CAN understand when I multiply a number by a fraction the product will be smaller than the given number.

I CAN understand when multiplying a number by a fraction greater than 1 the product will be greater than the given number.

5.NF.5: Interpret multiplication as scaling (resizing), by:

5.NF.5a: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

SchoolsPLP: Lessons 81,84,86
Ready Common Core: Lesson 15

5.NF.6

I CAN solve real world problems by multiplying fractions and mixed numbers.

5.NF.6: Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

- **Lesson 7.9**

SchoolsPLP: Lessons 87 and 88
Ready Common Core: Lesson 16

5.NF.7

I CAN understand and apply dividing a unit fraction by a whole number.

I CAN understand and apply dividing a whole number by a unit fraction.

I CAN solve real world problems by dividing fractions and whole numbers.

5.NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide fractions in general by reasoning about the relationship between multiplication and division. However, division of a fraction by a fraction is not a requirement at this grade.)

5.NF.7a: Interpret division of a unit fraction by a nonzero whole number and compute such quotients.

- **Lesson 8.1**

5.NF.7b: Interpret division of a whole number by a unit fraction, and compute such quotients.

- **Lesson 8.2**

5.NF.7c: Solve real-world problems involving division of unit fractions by nonzero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

Lessons 8.4-8.5

[SchoolsPLP: Lessons 89,90,92,93](#)

[Ready Common Core: Lessons 17 and 18](#)



Fifth Grade Fourth Quarter
Pacing Guide
 Go Math! Chapters 9-11

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|--|--|
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| Operations & Algebraic Thinking | Number & Operations in Base Ten | Number & Operations - Fractions | Measurement & Data | Geometry |
|---|---|---|---|---|
| <p>5.OA.3</p> <p><input type="checkbox"/> I CAN use given rules to generate numerical patterns, for ordered pairs, and graph the ordered pairs on a coordinate plane.</p> <p><small>SchoolsPLP: Lessons 74,112,113,114,115,116,117,118,119,127 Ready Common Core: Lesson 20</small></p> | <p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p> | <p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p> | <p>5.MD.1</p> <p><input type="checkbox"/> I CAN convert measurement units within a measurement system.</p> <p>5.MD.1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multistep, real-world problems.</p> <ul style="list-style-type: none"> • Lessons 10.1-10.7 <p><small>SchoolsPLP: Lessons 132,133,134,135,136,137,138,139 Ready Common Core: Lessons 21 and 22</small></p> <p>5.MD.2</p> <p><input type="checkbox"/> I CAN make and use a line plot with fractions.</p> <p>5.MD.2: Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.</p> <ul style="list-style-type: none"> • Lesson 9.1 <p><small>SchoolsPLP: Lessons 170,171,172,173,174,175,176,177,178,179 Ready Common Core: Lesson 23</small></p> <p>5.MD.3</p> <p><input type="checkbox"/> I CAN recognize one cubic unit of volume.</p> <p><input type="checkbox"/> I CAN understand that volume is measured using cubic units to completely fill a solid figure.</p> <p>5.MD.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <ul style="list-style-type: none"> • Lesson 11.5 <p>5.MD.3a: A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</p> <ul style="list-style-type: none"> • Lesson 11.6 <p>5.MD.3b: A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p> <ul style="list-style-type: none"> • Lesson 11.7 <p><small>SchoolsPLP: Lessons 152,153,154,155,156,158,159,161 Ready Common Core: Lesson 24</small></p> | <p>5.G.1</p> <p><input type="checkbox"/> I CAN find a point using positive ordered pairs.</p> <p>5.G.1: Use a pair of perpendicular number lines, called axes, to define a coordinate system with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <ul style="list-style-type: none"> • Lesson 9.2 <p><small>SchoolsPLP: Lessons 120,121,123,129 Ready Common Core: Lesson 28</small></p> <p>5.G.2</p> <p><input type="checkbox"/> I CAN solve real world problems by graphing positive ordered pairs.</p> <p>5.G.2: Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.</p> <ul style="list-style-type: none"> • Lessons 9.3-9.4 <p><small>SchoolsPLP: Lessons 122,124,125,126,128,130 Ready Common Core: Lesson 29</small></p> <p>5.G.3</p> <p><input type="checkbox"/> I CAN identify and categorize similarities between 2-dimensional objects.</p> <p>5.G.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</p> <ul style="list-style-type: none"> • Lessons 11.1-11.2, 11.4 <p><small>SchoolsPLP: Lessons 141,142,143,144,145,146,147,148,149,150 Ready Common Core: Lesson 31</small></p> <p>5.G.4</p> <p><input type="checkbox"/> I CAN name 2-dimensional figures based on properties.</p> <p>5.G.4: Classify two-dimensional figures in a</p> |

hierarchy based on properties.

- **Lesson 11.3**

Ready Common Core: Lesson 30

5.MD.4

- I CAN** measure volume by filling an object with unit cubes of various sizes and counting them.
- I CAN** measure volume by filling an object with unit cubes, counting them, and relating to volume formula.

5.MD.4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.

- **Lesson 11.8**

SchoolsPLP: Lesson 157

Ready Common Core: Lesson 25

5.MD.5

- I CAN** use formulas to find the volume of an object.
- I CAN** find the volume of complex solid figures by finding the volumes of a box within the figure and adding the volumes together.

5.MD.5a: 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, e.g., to represent the associative property of multiplication.

- **Lesson 11.9**

5.MD.5b: Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.

- **Lessons 11.10-11.11**

5.MD.5c: 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.

- **Lesson 11.12**

SchoolsPLP: Lessons 160,162,163,164,165,166,167,168

Ready Common Core: Lessons 26 and 27