Grade 5 Math Standards

And previous grade level/prerequisite standards

If we determine the core/foundational skills for Tier I fifth grade standards and appropriate progress monitoring probes....Then, there will be coherence and alignment across settings (classrooms, intervention, special education)....So, students will have better access to grade level instruction and progress towards grade level standards.

https://achievethecore.org/content/upload/SAP_Focus_Math_5.pdf

REQUIRED FLUENCIES FOR GRADE 5

5.NBT.B.5	Multi-digit multiplication

5.NBT.A.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.

4.NBT.A.1

Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.

*Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

Intervention

Intervention Vol: 1 Module: 7

2.NBT.A.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

5.NBT.A.2

Intervention Vol. 9 Module: 7

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.

4.NBT.A.1

Intervention Vol: 5 Module: 7

Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.

*Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

4.NBT.A.3

Use place value understanding to round multi-digit whole numbers to any place.

*Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

5.NBT.A.3

Intervention Vol: 9 Module: 7

Read, write, and compare decimals to thousandths.

4.NBT.A.2

Intervention Vol: 3 Module: 10

Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

*Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

5.NBT.A.4

Use place value understanding to round decimals to any place.

Intervention Vol: 9 Module: 7

4.NBT.A.3

Use place value understanding to round multi-digit whole numbers to any place.

*Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

4.NBT.A.1

Intervention Vol: 5 Module: 7

Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.

*Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

2.NBT.A.1

Intervention Vol: 1 Module: 6

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

2.NBT.A.2

Intervention Vol: 1 Module: 8

Count within 1000; skip-count by 5s, 10s, and 100s.

1.NBT.B.2

Intervention Vol: 1 Module: 2

Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

5.NBT.B.5

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

Intervention Volume: 6 Module: 8

4.NBT.B.5

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.B.4

Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Intervention Vol: 3

Intervention Vol: 5 Module: 3

3.NBT.A.2

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Intervention Vol: 3 Module: 12

3.NBT.A.3

Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Intervention Vol: 5 Module: 7

5.NBT.B.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

Intervention Vol: 6 Module: 11

4.NBT.B.4

Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Intervention Vol: 3

4.NBT.B.6

Find whole-number quotients and remainders with up to four-digit dividends and one-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.

Intervention Vol: 6 Module: 12

4.NBT.A.1

Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.

Intervention Vol: 5 Module: 7

3.NBT.A.2

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Intervention Vol: 3 Module: 12

5.NBT.B.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

Intervention Vol: 9 Module: 8

4.NBT.A.1

Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.

Intervention Vol: 5 Module: 7

4.NBT.B.4

Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Intervention Vol: 3

3.NBT.A.2

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Intervention Vol: 3 Module: 12

5.MD.C.3

Intervention Vol: 7 Module: 5

Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

3.MD.C.5

Intervention Vol: 7 Module: 5

Recognize area as an attribute of plane figures and understand concepts of area measurement.

2.MD.A.1

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

ADDITIONAL MAJOR CLUSTERS FOR 5TH GRADE

5.NF.A	Use equivalent fractions as a strategy to add and subtract fractions.

Intervention Vol: 8 Module: 6

5.NF.B	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Intervention Vol: 9 Module: 6