FIFTH GRADE

Mathematics

Curriculum Guide

Developed: June 2016

Curriculum Team:

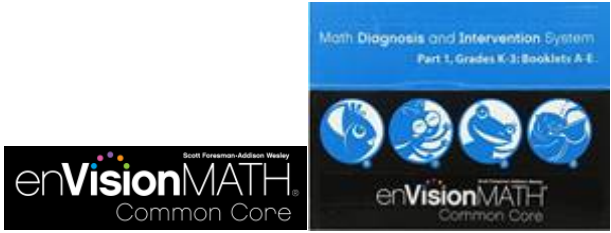Trina Allander-Lujan, Team Leader

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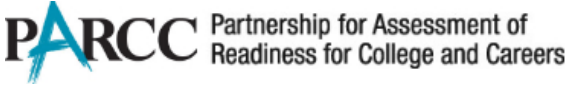
Mathematics Resources
Adopted Curriculum

Grade Band	Resource	District Contact
Pre K *2013-2018*	**Creative Classroom** **Website:**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator
K -6 *2013-2018*	 **Website:** www.pearsonsuccessnet.com	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach
7-8 *2013-2018*	**College Preparatory Math (CPM)** **CPM teacher log in:** http://textbooks.cpm.org/?238090954324249223 **CPM student log in:** http://en8467.textbooks.cpm.org/?409553627727330301	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent Robert Quiñonez, CFVMS Assistant Principal
9-12 *2013-2018*	**College Preparatory Math (CPM)** **CPM teacher log in:** http://textbooks.cpm.org/?238090954324249223 **CPM student log in:** http://en8467.textbooks.cpm.org/?409553627727330301	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent Nancy Suazo, EVHS Department Chair

Mathematics Resources
Supplemental Curriculum Resources

Grade Band	Resource	District Contact:
Pre K *2016-2021*	*Insert Resource* **Website:** Insert *Insert Resource* **Website:** Insert	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
K -6 *2016-2021*	*Insert Resource* **Website:** Insert *Insert Resource* **Website:** Insert	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
7-8 *2016-2021*	*Insert Resource* **Website:** Insert Edgenuity **Website:** Insert	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent Robert Quiñonez, CFVMS Assistant Principal Insert Name, Edgenuity Administrator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
9-12 *2015-2020*	*Insert Resource* **Website:** Edgenuity **Website:** Insert	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent Insert Name, EVHS Department Chair Insert Name, Edgenuity Administrator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator

Grade Band	Resource	District Contact:
Pre K *2016-2021*	*Insert Resource* **Website:** Insert New Mexico preK — Invest A Little Get A Lot **PreK Observation & Portfolios**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator **Assessment Contact:** TBA, Assessment & RtI Facilitator
K-1	**Envisions:** enVisionMATH Common Core **Topic Book Assessments** **Topic Mat Assessments** **Renaissance Learning:** RENAISSANCE LEARNING **STAR EARLY LITERACY** **(Numeracy) https://hosted39.renlearn.com/258790/default.aspx**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach **Assessment Contact:** TBA, Assessment & RtI Facilitator
2-12	**Envisions:** enVisionMATH Common Core **Topic Book Assessments** **Topic Mat Assessments (2nd)** **Renaissance Learning:** RENAISSANCE LEARNING **STARMath https://hosted39.renlearn.com/258790/default.aspx**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach **Assessment Contact:** TBA, Assessment & RtI Facilitator
3-11	**PARCC** PARCC Partnership for Assessment of Readiness for College and Careers	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez,

		Instructional Coach Vivian Valencia, Instructional Coach **Assessment Contact:** TBA, Assessment & RtI Facilitator
7-12	**End of Course Exams (EoC)** **NMPED** Public Education Department **College Prepatory Math (CPM)** **CPM** **CPM teacher log in:** http://textbooks.cpm.org/?238090954324249223 **CPM student log in:** http://en8467.textbooks.cpm.org/?40955362727330301	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach **Assessment Contact:** TBA, Assessment & RtI Facilitator

Grade	Domain or Conceptual Theme	Stnd #	Standard	Goal Statements	Adopted Resources	Supplemental Resources	Adopted Assessment	Supplemental Assessment
5	Operations & Algebraic Thinking	1	CC.5.OA.1 Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Accurately use parenthesis, brackets, and braces in the correct order to simplify expressions.	**Topic 3** 3-5 Distributive Property **Topic 8** 8-2 Order of Operations 8-3 Simplifying Expressions 8-4 Evaluating Expressions	Engage NY OA.1	**Algebra Connections** Topic 3 p.77	
5	Operations & Algebraic Thinking	2	CC.5.OA.2 Write and interpret numerical expressions. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.	Write and interpret numerical expressions using the order of operations.		Engage NY OA.2		**Engaged NY Lesson 3** Problem Set 5.2
5	Numbers & Operations in Base Ten	1	CC.5.NBT.1 Understand the place value system. 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.	Recognize and explain the place value of digits in relationships to the remaining digits in a number	**Topic 1** 1-1 Place Value	Engage NY NBT.1	**Performance Task** Topic 1 p.26 #1	
5	Numbers & Operations in Base Ten	2	CC.5.NBT.2 Understand the place value system. 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.	Explain patterns when multiplying or dividing a number by power of ten Explain how the decimal point moves within a number when it is multiplying or dividing by the power of ten. Use whole number exponents to represent powers of ten.	**Topic 6** 6-1 Multiplying Decimals by 10, 100, or 1,000 **Topic 7** 7-1 Dividing Decimals by 10, 100, or 1,000	Engage NY NBT.2	**Performance Task** Topic 6 p.166 #1 **Quick Check 7-1**	
5	Numbers & Operations in Base Ten	3	CC.5.NBT.3 Understand the place value system. Read, write, and compare decimals to thousandths.	Read, write, compare and expand decimals to the thousandths.	**Topic 1** 1-6 Look for a Pattern	Engage NY NBT.3	**Assessed with NBT.3a-b**	
5	Numbers & Operations in Base Ten	3a	CC.5.NBT.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	Read, write, compare and expand decimals to the thousandths.	**Topic 1** 1-2 Tenths and Hundredths 1-3 Thousandths 1-4 Decimal Place Value	Engage NY 5.NBT.3.a	**Performance Task** Topic 1 p.25 #12, 15,	

Grade	Domain or Conceptual Theme	Stnd #	Standard	Goal Statements	Adopted Resources	Supplemental Resources	Adopted Assessment	Supplemental Assessment
5	Numbers & Operations in Base Ten	3b	CC.5.NBT.3b Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Identify and compare two decimals using >, =, and < symbols.	**Topic 1** 1-5 Comparing and Ordering Decimals	Engage NY NBT.3.b	**Reteaching** Topic 2 p. 54 Set B	
5	Numbers & Operations in Base Ten	4	CC.5.NBT.4 Understand the place value system. Use place value understanding to round decimals to any place.	Round decimals to any place up to the thousandths.	**Topic 2** 2-2 Rounding Whole Numbers and Decimals	Engage NY NBT.4	**Performance Task** Topic 2 p.60 #1	
5	Numbers & Operations in Base Ten	5	CC.5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	Fluently multiply multi-digit whole numbers.	**Topic 3** 3-3 Estimating Products 3-5 Distributive Property 3-6 Multiplying by 1-Digit Numbers 3-7 Multiplying 2-Digit by 2-Digit Numbers 3-8 Multiplying Greater 3-9 Draw a Picture and Write and Equation	Engage NY NBT.5	**Performance Task** Topic 3 p. 88 (#1-4)	
5	Numbers & Operations in Base Ten	6	CC.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.	Divide four digit dividends by two digit divisors by using different methods. Illustrate and explain a division problem using arrays, equations, and/or models.	**Topic 5** 5-1 Using Patterns to Divide 5-2 Estimating Quotients with 2-Digit Divisors 5-3 Connecting Models and Symbols 5-5 1-Digit Quotients 5-6 2-digit Quotients 5-7 Estimating and Dividing with Greater Numbers 5-8 Missing/Extra Information	Engage NY NBT.6	**Performance Task** Topic 5 p. 142 (#1-7)	

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5	Numbers & Operations in Base Ten	7	CC.5.NBT.7 Perform operations with multi-digit whole numbers and with decimals to hundredths. 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.	Add, subtract, multiply and divide decimals to hundredths by using concrete models, or drawings to explain and support using a model or other methods.	**Topic 2** 2-4 Modeling Addition/Subtraction of Decimals 2-5 Draw a Picture/Write and Equation 2-6 Adding Decimals 2-7 Subtracting Decimals 2-8 Multiple-Step Problems **Topic 6** 6-3 Number Sense: Decimal Multiplication 6-4 Models for Multiplying Decimals 6-5 Multiplying a Decimal by a Whole Number 6-6 Multiplying Two Decimals 6-7 Multiple-Step Problems **Topic 7** 7-2 Estimating Decimal Quotients 7-3 Number Sense: Decimal Division 7-4 Dividing by a Whole Number 7-5 Dividing a Whole Number 1 by a Decimal 7-6 Dividing a Decimal by a Decimal 7-7 Multi-Step Problems	Engage NY NBT.7	**Topic 2 Test** p. 59, #9-11 **Topic 6 Test** p. 165, #10, 11, 13, 14, 15 **Topic 7 Test** p. 189, #15-17	
5	Numbers & Operations - Fractions	1	CC.5.NF.1 Use equivalent fractions as a strategy to add and subtract fractions. 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. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)	Use pictures, numbers and words to find common denominators and correctly add and subtract fractions with unlike denominators.	**Topic 9** 9.1 Equivalent fractions 9.2 Fractions in Simplest form 9.4 Estimating sums and differences of fractions 9.5 Common multiples and least common multiple 9.6 Finding common denominators 9.7 Adding fractions with unlike denominators 9.8 Subtracting fractions with unlike denominators 9.9 More adding and subtracting fractions **Topic 10** 10-1 Improper Fractions and Mixed Numbers 10-2 Estimating Sums and Differences of Mixed Numbers 10-3 Modeling Addition and Subtraction of Mixed Numbers 10-4 Adding Mixed Numbers 10-5 Subtracting Mixed Numbers 10-7 Draw a Picture and Write an Equation	Engage NY NF.1	**Topic 10 Test** p. 271, #14	
5	Numbers & Operations - Fractions	2	CC.5.NF.2 Use equivalent fractions as a strategy to add and subtract fractions. 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. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$ by observing that $3/7 < 1/2$.	Correctly solve word problems involving addition and subtraction of fractions, using a variety of strategies. Use my number sense to determine if my answer makes sense.	**Topic 9** 9-3 Writing to Explain 9-4 Estimating Sums and Differences of Fractions 9-9 More Adding and Subtracting Fractions 9-8 Subtracting Fractions with Unlike Denominators 9-7 Adding Fractions with Unlike Denominators 9-6 Finding Common Denominators 9-5 Common Multiples and Least Common Multiples **Topic 10** 10-7 Draw a Picture and Write an Equation 10-2 Estimating Subs and Differences of Mixed 10-3 Modeling Addition and Subtraction of Mixed Numbers 10-4 Adding Mixed Numbers 10-6 More Adding and Subtraction Mixed Numbers	Engage NY NF.2	**Reteach** Topic 10 p. 268, Set B & C	

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5	Numbers & Operations – Fractions	3	CC.5.NF.3 Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ 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. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	Understand that fractions are the division of a numerator denominator. Solve word problems where I divide to accurately find the answer that either is a mixed number and a fraction.	**Topic 11** 11-1 Fractions and Division	Engage NY NF.3	**Alternative Test Topic 11** Item # 15	
5	Numbers & Operations - Fractions	4	CC.5.NF.4 Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	Use pictures, numbers and words to accurately multiply a fraction or whole number by a fraction by either a proper or improper fraction.	**Topic 11** 11-3 Estimate Products 11-6 Multiplying Mixed Numbers	Engage NY NF.4	**Assessed with NF.4a-b**	
5	Numbers & Operations - Fractions	4b	CC.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.	Find the area of a rectangle	**Topic 11** 11-3 Estimating Products	Engage NY NF.4b	**Topic 11 Test** p. 303 # 10 & 11	
5	Numbers & Operations - Fractions	5	CC.5.NF.5 Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret multiplication as scaling (resizing).	Identify multiplication as the scaling of a number. Determine what happens to a given number when I multiply by a fraction greater than/less than one.	**Topic 11** 11-3 Estimating Products 11-7 Multiplication as Scaling	Engage NY NF.5		Charlie's room is 15 feet by 12 feet. He has a closet that is 3 feet by 12 feet. He wants to carpet the bedroom, but tile the closet. How does the amount of carpet he needs to buy compare with the amount of tile he needs?
5	Numbers & Operations - Fractions	6	CC.5.NF.6 Apply/extend previous understandings of multiplication and division to multiply and divide fractions. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Solve real world problems involving multiplication of fractions of mixed numbers using a variety of strategies.	**Topic 11** 11-7 Multiplication as Scaling 11-8 Multiple-Step Problems	Engage NY NF.6		

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5	Numbers & Operations - Fractions	7	CC.5.NF.7 Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 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. But division of a fraction by a fraction is not a requirement at this grade.)	Divide unit fractions by whole numbers and wholes by unit fractions to solve real world problems.	**Topic 11** 11-10 Dividing Unit Fractions by Non-Zero Whole Numbers 11-11 Draw a Picture and Write an 11-9 Dividing Whole Numbers by Unit Fractions	Engage NY NF.7	**Assessed with NF.7a-c**	
5	Numbers & Operations - Fractions	7a	CC.5.NF.7a Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4 and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.	Accurately divide a fraction by a non-zero whole number.	**Topic 11** 11-11 Draw a Picture and Write an Equation 11-10 Dividing Unit Fractions by Non- Zero Whole Numbers	Engage NY NF.7a		**Engaged NY Lesson G 25** Exit Ticket 5.4
5	Numbers & Operations - Fractions	7b	CC.5.NF.7b Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5) and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.	Accurately divide a whole number by a fraction.	**Topic 11** 11-9 Dividing Whole Numbers by Unit Fractions	Engage NY NF.7b	How many 3/4s are in 6? If the diameter of a tree trunk is growing 1/4 of an inch each year, how many years will it take for the diameter to grow 8 inches? Mrs. Webster wants to divide 6 pints of milk into serving sizes that are 2/3 of a pint. How many servings are possible?	
5	Numbers & Operations - Fractions	7c	CC.5.NF.7c Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.	Solve a real world problem involving division of a whole number by a fraction.		Engage NY NF.7c	**Topic 11 Quick Check** (All Questions)	
5	Measurement & Data	1	CC.5.MD.1 Convert like measurement units within a given measurement system. Convert among different-sized standard measurement units within a given	Convert measurement units within the same measuring system.	**Topic 13** 13-3 Converting Customary Units of Weight 13-4 Converting Metric Units of Length 13-6 Converting Metric Units of Mass 13-7 Multiple-Step Problems	Engage NY MD.1	**Performance Task** Topic 13 p. 350 #1-6	

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			measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step real world problems.					
5	Measurement & Data	2	CC.5.MD.2 Represent and interpret data. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	Make an accurate line plot to display data, data sets, measurements and fractions.	**Topic 14** 14-1 Line Plots 14-2 Data from Surveys 14-3 Making Line Plots 14-4 Measurement Data	Engage NY MD.2	**Alternative Test Master** Topic 14 (All 3 problems)	
5	Measurement & Data	3	CC.5.MD.3 Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. -- a. 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. -- b. 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.	Define volume and understand that it is a characteristic of solid figures. I can determine the number and the unit cubes that can fill a solid figure with no gaps or overlaps. Understand that this number represents volume.	**Topic 12** 12-1 Solids 12-2 Views of Solids 12.6 Combining Volumes	Engage NY MD.3	**Performance Task** Topic 12 p. 328 a. #1 b. #2	
5	Measurement & Data	4	CC.5.MD.4 Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.	Measure volume by counting unit cubes and other improvised units.	**Topic 12** 12-7 Use Objects and Reasoning	Engage NY MD.4	**Assessed with MD 2-3**	
5	Measurement & Data	5	CC.5.MD.5 Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	Solve real world and mathematical problems involving volume by using the operations of addition and multiplication.	**Topic 12** 12-3 Use Objects and a Simpler Problem	Engage NY MD.5	**Topic 12 Test** p. 327 #13	

Grade	Domain or Conceptual Theme	Stnd #	Standard	Goal Statements	Adopted Resources	Supplemental Resources	Adopted Assessment	Supplemental Assessment
5	Measurement & Data	5a	CC.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 three-fold whole-number products as volumes, e.g., to represent the associative property of multiplication.	Find the volume of a right rectangular prism using unit cubes.	**Topic 12** 12-4 Modules and Volume 12-5 Volume	Engage NY MD.5a	**Performance Task** Topic 12 p. 328 #3	
5	Measurement & Data	5b	CC.5.MD.5b Apply the formulas V =(l)(w)(h) and V = (b)(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.	Find the volume of a right rectangular prism using the formula V = (l)(w)(h).	**Topic 12** 12-4 Modules and Volume 12-5 Volume	Engage NY MD.5b	**Topic 12 Test** p. 327 #10	
5	Measurement & Data	5c	CC.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.	Show the volume is the same as measuring with unit cubes or by multiplying the length and area of the base.	**Topic 12** 12-6 Combining Volumes	Engage NY MD.5c	**Topic 12 Test** Topic 12 p. 327 #8	

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5	Operations & Algebraic Thinking	3	CC.5.OA.3 Analyze patterns and relationships. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	Use numerical patterns and rules to form ordered pairs. understand what the graph on the coordinate grid represent and understand the ordered pairs of corresponding term understand and apply properties of operations and the relationship between addition and subtraction	**Topic 8** 8-5 Addition and Subtraction Expressions 8-6 Multiplication and Division Expressions 8-7 Patterns-Extending Tables	Engage NY OA.3		**Engaged NY Lesson 9** Problem Set 5.6
5	Geometry	1	CC.5.G.1 Graph points on the coordinate plane to solve real-world and mathematical problems. 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).	Identify and label axes (x and y) and the origin (0) of a coordinate system.	**Topic 16** 16-1 Ordered Pairs 16-2 Distance on a Coordinate Plane 16-3 Solve a Simpler Problem 16-6 Work Backward	Engage NY G.1	**Construct a Coordinate Grid Using: Performance Task** Topic 16 p. 410 #1 & 2	
5	Geometry	2	CC.5.G.2 Graph points on the coordinate plane to solve real-world and mathematical problems. 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.	Graph real world data and interpret points in the first quadrant of a coordinate plane.	**Topic 14** 14-5 4 Patterns and Graphing **Topic 16** 16.5 More Patterns and Graphing	Engage NY G.2	**Reteaching Topic 16** p. 406 Set C	
5	Geometry	3	CC.5.G.3 Classify two-dimensional figures into categories based on their properties. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	Define two dimensional shapes based on their attributes.	**Topic 15** 15.-1 Polygons 15-2 Triangles 5-3 Properties of Quadrilaterals 15-4 Special	Engage NY G.3	**Reteaching** Topic 15 p. 385 Set D, 1-4	
5	Geometry	4	CC.5.G.4 Classify two-dimensional figures into categories based on their properties. Classify two-dimensional figures in a hierarchy based on properties.	Classify shapes according to common attributes/properties.	**Topic 15** 15-3 Properties of Quadrilaterals 15-4 Special Quadrilateral 15.5 Classifying Quadrilaterals	Engage NY G.1	**Reteaching** Topic 15 p. 385 Set E, 1-4	