

F.5 - Grade 5 Math

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Title of Teacher Edition:		Teacher Edition ISBN:					
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Section 1: Standards Review -- Math Content Standards PUBLISHER/PROVIDER INSTRUCTIONS: • Publisher/Provider citations for this section will refer to the Teacher Edition (teacher-facing core material). The cited Teacher Edition should correspond with the title and ISBN entered on the Form F cover page, whether in print, online, or both The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review set is an online platform only. teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams. • For this section, the publisher/provider will enter one citation per math content standard in Column D. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pa es within the materials. o Column D: Enter one citation in Column D from the Teacher Edition (teacher Facing core material). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. If necessary, you may enter multiple, targeted citations in order to address standards with multiple components. Use as few citations as needed to meet the full intent of the standard. Your citations should be concise and should allow the reviewer to easily determine that the full intent and all components of the standard have been met. o Any grayed out cells do not require a citation. o Column E: The material will be scored for alignment with each standard as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citation provided. o NOTE: You may not use a citation more than once across ALL sections of the rubric. Criteria Publisher/Provider Citation from Teacher Edition If Scored D: Reviewer's Evidence for Publisher Citation Reviewer Citation from Student Edition/Workbook Standard F.5 Grade 5 Math Standards Review Score Required: Reviewer's Evidence Score Comments, other citations, notes # MAIN: 5.0A - Operations and Algebraic Thinking Cluster: Write and interpret numerical expressions Use parentheses, brackets, or braces in numerical expressions, and 1 5.0A.1 evaluate expressions with these symbol Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For Recample, 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 2 5.OA.2 18932 + 921, without having to calculate the indicated sum or product ns and relationships. Cluster: Analyze patte 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 3 5.OA.3 the rule "Add 3" and the starting number 0, and given the rule "Add 5" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the orresponding terms in the other sequence. Explain informally why this is so. er and Operations in Base Ten DOMAIN: 5.NBT - Nun Cluster: Understand the place value system. lecognize that in a multi-digit number, a digit in one plac 5.NBT.1 4 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. Explain patterns in the number of zeros of the product wher 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 5.NBT.2 5 powers of 10. 5.NBT.3 Read, write and compare decimals to thousandths 6 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 5.NBT.3.a $7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000).$ Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of 8 5.NBT.3.b omparisons. 9 5.NBT.4 Use place value understanding to round decimals to any place. tions with multi-digit whole numbers and with decimals to hundredthe Cluste Fluently multiply multi-digit whole numbers using the standard 10 5.NBT.5 algorithm 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 11 5 NBT 6 multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 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 12 5 NRT 7 the reasoning used. OMAIN: 5.NF - Nu Cluster: Use nt fractions as a strategy to add and subtract fractions Add and subtract fractions with unlike denominators (including nixed numbers) by replacing given fractions with equivalent 5.NF.1 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). 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 14 5.NF.2 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 Clust and e d previous understandings of multiplication and division to multiply and divide fraction Interpret a fraction as division of the numerator by the denominator $= a \div b$). 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. For example, interpret 3/4 as the result of 15 5.NF.3 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 eaually by weight, how many pounds of rice should each person get Between what two whole numbers does your answer lie? Apply and extend previous understandings of multiplication to 16 5.NF.4 nultiply a fraction or whole number by a fraction 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 $q \div b$. For example, use a visual fraction model to show (2/3) × 4 = 17 5.NF.4.a 8/3, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (in general, $(a/b) \times (c/d) = ac/bd$.) 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.

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

Interpret multiplication as scaling (resizing) by:

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Section	2: Math Content Review			
PUBLISH	ERS/PROVIDERS:			
	ath Content Review tab will be completed solely by the rev		<i>·</i> ·	ir score
	he material based on their overall review of the material.		· · ·	
	aterial will be scored for alignment with each criterion as "	Meets expe	ectations", "Partially meets expectations", or	
	not meet expectations".		Required: Reviewer's Evidence from Material	
Criteria	Grades K-12 Math Content Criteria	Score	Include where you found the evidence in the material and what	Comments, citations, notes
#			evidence you found that supports your score.	
	REA 1: RIGOR AND MATHEMATICAL PRACTICES			
	s support student mastery through a grade-appropriate b			application.
Materia	s meaningfully connect the Content Standards (CCSS) with	h the Stand	lards for Mathematical Practice (SMPs).	[
	Conceptual Understanding:			
1	Materials support the intentional development of			
	students' conceptual understanding of key mathematical concepts.			
	Procedural Skill and Fluency:			
	Materials support intentional opportunities for students			
2	to develop procedural skills and fluencies in alignment			
	with what is called for in the grade-level standards.			
	Application:			
	Materials support students' ability to leverage			
3	mathematical skills, concepts, representations, and			
	strategies across a range of contexts, (including applying			
	learning to real-world situations and new contexts).			
	Balance of Rigor:			
	With equitable intensity			
4	The three aspects of rigor are not always treated			
	together and are not always treated separately. The three aspects are balanced with respect to the standards			
	being addressed in each grade level.			
	SMPs 1 and 6			
	Materials support the intentional development of			
5	making sense of problems and attending to precision as			
	required by the mathematical practice standards 1 and			
	6.			
	SMPs 2 and 3			
	Materials support the intentional development of			
6	reasoning abstractly and quantitatively, along with			
_	developing viable arguments and critiquing the			
	reasoning of others, in connection to the content			
-	standards, as required by the practice standards 2 and 3. SMPs 4 and 5			
	Materials support the intentional development of			
7	modeling and using tools, in connection to the content			
	standards, as required by the mathematical practice			
	standards, as required by the mathematical practice			
	SMPs 7 and 8			
	Materials support the intentional development of seeing			
8	structure and generalizing, in connection to the content			
	standards, as required by the mathematical practice			
	standards 7 and 8.			

FOCUS	FOCUS AREA 2: STUDENT CENTERED INSTRUCTION					
Materia	Materials contain embedded resources (routines, strategies, and pedagogical suggestions) to support all students in developing a positive					
mathen	mathematical identity, cultivating self-efficacy, and seeing themselves as a contributor to the math community.					
	Materials provide students with opportunities to					
9	develop self-efficacy and a positive mathematical					
9	identity through opportunities to engage in grade-level					
	tasks using various sharing strategies and approaches.					
10	Materials provide opportunities for students to see					
10	themselves as contributors to the math community.					

FOCUS A	REA 3: INSTRUCTIONAL SUPPORTS FOR ALL STAKEHOLDE	RS				
	Materials provide guidance and resources to support educators in internalizing the mathematical content and providing responsive and					
	iated instruction to all students. Materials contain helpfu	resources	to support implementation and instruction (e.g. materi	als for		
leaders,	teachers, students, families/ caregivers, etc).					
	Teacher materials contain full, adult-level explanations					
	and examples of the mathematics concepts within					
11	lessons so teachers can improve their own knowledge of					
	the subject. Materials are in print or clearly					
	distinguished/accessible as a teacher's edition in digital					
	materials.					
	The materials provide guidance for unit/lesson					
12	preparation to support use of the materials as intended					
12	and to further develop the teachers' own understanding					
	of the mathematical approach.					
	Teacher materials provide insight into students' ways of					
13	thinking with respect to important mathematical					
15	concepts, especially anticipating a variety of student					
	responses.					
	Materials contain strategies for informing parents or					
14	caregivers about the mathematics program and					
14	suggestions for how they can help support student					
	progress and achievement.					

Section	2: All Content Review			
PUBLISH	ERS/PROVIDERS:			
• The Al	I Content Review tab will be completed solely by the review	vers. They	will score each criterion and provide evidence for their sc	core
from t	he material based on their overall review of the material. Σ	/ou will not	provide any citations for this tab.	
• The m	aterial will be scored for alignment with each criterion as "	Meets expe	ectations", "Partially meets expectations", or	
"Does	not meet expectations".			
Criteria	All Content Criteria Baview	Casua	Required: Reviewer's Evidence from Material	
#	All Content Criteria Review	Score	Include where you found the evidence in the material and what evidence you found that supports your score.	Comments, citations, notes
FOCUS A	REA 1: COHERENCE			
	onal materials are coherent and consistent with the New	Mexico Coi	ntent Standards	
that all s	tudents should study in order to be college- and career-re	ady.		
	Instructional materials address the full content	-		
1	contained in the standards for all students by grade			
	level.			
2	Instructional materials support students to show			
2	mastery of each standard.			
	Instructional materials require students to engage at a			
3	level of maturity appropriate to the grade level under			
	review.			
	Instructional materials are coherent, making meaningful			
4	connections for students by linking the standards within			
	a lesson and unit.			
	REA 2: WELL-DESIGNED LESSONS			
Instructi	onal materials take into account effective lesson structure	and pacin	g.	
	The Teacher Edition presents learning progressions to			
-	provide an overview of the scope and sequence of skills			
5	and concepts. The design of the assignments shows a			
	purposeful sequencing of teaching and learning expectations.			
	Within each lesson of the instructional materials, there			
6	are clear, measurable, standards-aligned content			
0	objectives.			
	Within each lesson of the instructional materials, there			
7	are clear, measurable language objectives tied directly			
-	to the content objectives.			
	Instructional materials provide focused resources to			
8	support students' acquisition of both general academic			
	vocabulary and content-specific vocabulary.			
	The visual design of the instructional materials (whether			
9	in print or digital) maintains a consistent layout that			
	supports student engagement with the subject.			
10	Instructional materials incorporate features that aid			
10	students and teachers in making meaning of the text.			
	Instructional materials provide students with ongoing			
11	review and practice for the purpose of retaining			
	previously acquired knowledge.			
	REA 3: RESOURCES FOR PLANNING			
	onal materials provide teacher resources to support plan	ning, learni	ng,	
and und	erstanding of the New Mexico Content Standards.			
	Instructional materials provide a list of lessons in the			
	Teacher Edition (in print or clearly distinguished/			
12	accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing			
	an estimated instructional time for each lesson, chapter,			
	and unit.			
	Instructional materials support teachers with			
13	instructional strategies to help guide students' academic			
	development.			
	Instructional materials include a teacher edition/			
	teacher-facing material with useful annotations and			
14	suggestions on how to present the content in the			
	student edition/student-facing material and in the			
	supporting material.			

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15	Instructional materials integrate opportunities for digital			
	learning, including interactive digital components.			
	AREA 4: ASSESSMENT			
	ional materials offer teachers a variety of assessment reso		tools	
to collec	ct ongoing data about student progress related to the stan	dards.		
	Instructional materials provide a variety of assessments			
	that measure student progress in all strands of the			
16	standards for the content under review.			
	(Adopted New Mexico Content Standards for 2024: NM			
	STEM Ready Science Standards)			
	Instructional materials provide multiple formative and			
17	summative assessments, clearly defining which			
	standards are being assessed through content and			
	language objectives.			
	Instructional materials provide scoring guides for			
	assessments that are aligned with the standards they			
18	address, and that offer teachers guidance in interpreting			
	student performance and suggestions for further			
	instruction, differentiation, and/or acceleration.			
	Instructional materials provide appropriate assessment			
19	alternatives for English Learners, Culturally and			
	Linguistically Diverse students, advanced students, and			
	special needs students.			
20	Instructional materials include opportunities to assess			
20	student understanding and knowledge of the standards			
50000	using technology.			
	AREA 5: EXTENSIVE SUPPORT		to surface here concerts	
Instruct	ional materials give all students extensive opportunities and	ia support	to explore key concepts.	
21	Instructional materials can be customized or adapted to			
	meet the needs of different student populations.			
22	Instructional materials provide differentiated strategies			
22	and/or activities to meet the needs of students working below proficiency and those of advanced learners.			
	Instructional materials provide appropriate linguistic			
	support for English Learners and Culturally and			
	Linguistically Diverse students, and accommodations			
23	and modifications for other special populations that will			
	support their regular and active participation in learning			
	content.			
	Instructional materials provide strategies and resources			
	for teachers to inform and engage parents, family			
24	members, and caregivers of all learners about the			
	program and provide suggestions for how they can help			
	support student progress and achievement.			
	Instructional materials include opportunities for all			
	students that encourage and support critical and			
25	creative thinking, inquiry, and complex problem-solving			
	skills.			
FOCUS A	AREA 6: CULTURAL AND LINGUISTIC PERSPECTIVES			
Instruct	ional materials represent a variety of cultural and linguisti	c perspecti	ves.	
	Instructional materials inform culturally and linguistically			
26	responsive pedagogy by affirming students' backgrounds			
20	in the materials themselves and in the student			
	discussions.			
	Instructional materials provide a collection of images,			
27	stories, and information, representing a broad range of			
21	demographic groups, and do not make generalizations			
	or reinforce stereotypes.			
	Instructional materials provide context, illustrations, and			
20	activities for students to make interdisciplinary			
28	connections and/or connections to real-life experiences			
	and diverse cultural and linguistic backgrounds.			
FOCUS A	AREA 7: INCLUSION OF CULTURALLY AND LINGUISTICALLY F	ESPONSIV	E LENS	
Instruct	ional materials highlight diversity in culture and language	through m	ultiple perspectives.	

29	Instructional materials include tools and resources to relate the content area appropriately to diversity in		
30	culture and language. Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.		
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.		
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.		

Stan	Standards for Mathematical Practice					
1	Make sense of problems and persevere in solving them.					
2	Reason abstractly and quantitatively.					
3	Construct viable arguments and critique the reasoning of others.					
4	Model with mathematics.					
5	Use appropriate tools strategically.					
6	Attend to precision.					
7	Look for and make use of structure.					
8	Look for and express regularity in repeated reasoning.					