Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Understand the Place Value System	**Numerical Expressions**	**Operations: Multi-Digit Whole Numbers and Decimals**	**Equivalent Fractions, Addition & Subtraction of Fractions**	**Analyze Patterns & Relationships**	**Multiplication & Division of Fractions**
Trimester 1	Trimester 1	Trimester 1/2	Trimester 2	Trimester 2	Trimester 3
I can 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.	I can use grouping symbols in numerical expressions. I can calculate expressions that have grouping symbols. I can use grouping symbols in numerical expressions. I can calculate expressions that have grouping symbols.	I can fluently multiply multi-digit whole numbers using the standard algorithm.	I can add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.	I can make two numerical patterns using two given rules. I can find relationships between corresponding terms. I can form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	I can apply and extend what I have already learned about multiplication to multiply a fraction or multiply a whole number by a fraction.
I can explain patterns in the number of zeros of the product when multiplying a number by powers of 10. I can explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. I can use whole-number exponents to denote powers of 10.	I can write simple numeric expressions. I can interpret numeric expressions without evaluating them.	I can divide up to four digit dividends by tow digit divisors to find a quotient, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. I can illustrate and explain my calculation by using equations, rectangular arrays, and/or area models.	I can solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, by using visual fraction models or equations to represent the problem. I can use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.		I can interpret multiplication as scaling, I can compare the size of a product to the size of one factor. I can explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number.
I can read and write decimals to thousandths using base-ten numerals, number names, and expanded form. I can compare two decimals to thousandths based on meanings of the digits in each place, using >, <, and = to record the results of comparisons.		I can 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. I can relate the strategy to a written method and explain the reasoning used.			I can solve real world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.
I can use place value understanding to round decimals to any place.					I can apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. I can solve real world problems involving division of unit fractions by using visual fraction models and equations to represent the problem.
Major Clusters Areas of intensive focus, where students need fluent understanding and application of the core concepts Ratio and Proportional Reasoning (1, 2, 3) The Number System (1, 2, 3) Expressions and Equations (1, 2, 3, 4)	**Supporting Clusters** Rethinking and linking- areas where some material is being covered, but in a way that applies core understandings Statistics and Probability (1, 2, 5, 6, 7, 8)	**Additional Clusters** Students will gain exposure to these topics, but not at the same depth as a major or supporting cluster Geometry (1, 2, 3, 4, 5, 6) Statistics and Probability (3. 4)			**FIFTH GRADE**

Unit 8	Unit 8	Unit 9	Unit 10	Unit 11
Geometry & Measurement	**Graph Points, Coordinate Plane, Real-World**	**Convert Measurement**	**Represent & Interpret Data**	**Classify 2-Dimensional Figures with Properties**
Trimester 1	Trimester 1	Trimester 1/2	Trimester 2	Trimester 2
I can recognize volume as an attribute of solid figures and understand the concepts of volume and measurement. I can understand that a cube with a side length of 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. I can understand that 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.	I can use a coordinate plane to define a coordinate system, with the intersection of the lines arranged to coincide with the 0 on each line. I can locate a given point in the plane by using an ordered pair of numbers, called coordinates.	I can convert among different-sized standard measurement units within the same measurement system. I can use these conversions in solving multi-step, real-world problems.	I can make a line plot to display a data set of measurements in fractions of a unit. I can use operations on fractions to solve problems involving information presented in line plots.	I can understand that attributes that belong to a category of two-dimensional figures also belong to all subcategories of that category.
I can measure volumes by counting unit cubes, using metric, standard, and improvised units.	I can represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane. I can interpret coordinate values of points in the context of the situation.			I can classify two-dimensional shapes into categories that become more and more specific.
I can relate volume to the operations of multiplication and addition. I can solve real world and math problems involving volume. I can find the volume of a right rectangular prism with whole—number side lengths. I can apply the formulas $V = l \times w \times h$ and $A = b \times h$. I can recognize volume as additive.				