**5th Grade Math Pacing Guide 2018-2019**

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| **DATES** | **CONCEPT** | **I CAN!s** | **STANDARDS** | **FOCUS DOMAINS** |
| 8/27-9/14/18  (14 days) | Place Value & Whole Number Operations  Exponents  Number Patterns | 5.1  5.2  5.6  (5.7) | 5 NBT 1-4  5 NBT 5-6  5 OA 1,2 | NUMBERS IN BASE TEN |
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| 9/17-10/12/18  (19 days) | Operations with Whole Numbers  Estimating | 5.2  5.5 | 5 NBT 5-6  5 NF 3-7 |
| **Milestone #1 Window 10/22-11/5/18 I CAN!s: 5.1 (PLACE VALUE & ROUNDING), 5.2**  **Data Day 11/13/2018** | | | | |
| 10/15-11/7/18  (18 days) | Decimals & Place Value  Decimal Sums & Differences | 5.1  5.3 | 5 NBT 1-4  5 NBT 7 |  |
| 11/8-12/14/18  (20 days) | Expanded Form  Multiplication of Decimals | 5.1  5.3 | 5 NBT 1-4  5 NBT 7 |
| 1/7-1/25/19  (14 days) | Division of Decimals  Adding & Subtracting Fractions | 5.1  5.4  5.6 | 5 NBT 1-4  5 NF 1, 2  (5 OA 1, 2) | NUMBER & OPERATIONS: FRACTIONS |
| **Milestone #2 (1/14-1/25/19) I CAN!s: 5.1, 5.2, 5.3, 5.5, 5.6, 5.7**  **Data Day 2/15/2019** | | | | |
| 1/28-2/22/19  (18 days) | Multiplying Fractions  Measurement & Geometry Applications | 5.4  5.5  5.10 | 5 NF 1, 2  5 NF 3-7  5 MD 3-5 |  |
| 2/25-3/15/19  (15 days) | Dividing Fractions  Coordinate Grid  Data Displays | 5.5  5.9  5.11 | 5 NF 3-7  5 MD 2  5 OA 3, 5 G 1, 2 | MEASUREMENT & DATA |
| **Milestone #3 Window (3/18-3/29/19) I CAN!s: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11**  **Data Day 4/5/2019** | | | | |
| 3/18-4/4/19  (15 days) | Graphing & Patterns  Length & Unit Conversions  Elapsed Time | 5.9  5.11  5.8 | 5 MD 2  5 OA 3/5 G 1,2  5 MD 1 | GEOMETRY |
| 4/8-4/26/19  (10 days) | Classifying Polygons  Volume of Prisms | 5.10  (5.12) | 5 MD 3-5  (5 G 3, 4) |
| 4/29-5/10/19 | **CAASPP Prep & Testing** | | | |
| 5/13-6/13/19  (23 days) | **Targeted I CAN! Review**  **Onramp to Next Grade**  **Demonstration of Mastery** | | | |

5th Grade Math I CAN!s and CAN I?s

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| **#** | **I CAN!s** | **CAN I?s** |
| 5.1 | I CAN understand and explain the value of digits and use that understanding to read, write, round and compare decimals to thousandths.  NBT 1-4 | * Name each place value to the thousandths? * Recognize a digit in the one place is 10 times as much as the number to its right and 1/10 of the number to its left? * Explain the relationship between the number of zeros in a number and relate it to powers of 10? * Describe decimal point placement when a number is multiplied or divided by a power of 10? * Use rounding strategies to estimate decimals? |
| 5.2 | I CAN multiply multi-digit whole numbers and divide four-digit dividends by two-digit divisors.  NBT 5-6 | * Use place value strategies to multiply & divide numbers? * Use place value strategies to divide numbers? * Apply properties of operations when multiplying and dividing? * Describe the relationship between multiplication and division? * Illustrate multiplication and division using equations, arrays and area models? |
| 5.3 | I CAN add, subtract, multiply and divide decimals to hundredths and use concrete models, drawings, area models and arrays to explain my answer.  NBT 7 | * Use concrete models based on place value to compute with decimals? * Apply properties of operations to decimal computations? * Describe a strategy used to compute with decimals? * Explain the relationship between addition and subtraction? * Solve real-world problems involving decimals and explain my reasoning? |
| 5.4 | I CAN fluently add, subtract, multiply and divide fractions involving unlike denominators, mixed numbers and whole numbers.  NF 1, 2 | * Identify and explain the parts of a fraction and what it represents? * Explain the criteria for a fraction to be equal to 1? * Find a common denominator of two fractions? * Mentally assess if my answers are reasonable using benchmark fractions? * Create visual fraction models and equations to represent a real-world problem? |
| 5.5 | I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.  NF 3-7 | * Explain how a fraction is related to division? * Solve real-world problems involving of division of fractions using models and equations? * Solve real-world problems involving of multiplication of fractions using models and equations? * Use multiplication of fractions to resize real-world models? * Compare the size of a product to the size of one factor? |
| 5.6 | I CAN use parentheses, brackets and ordering of operations to write expressions and calculate numbers.  OA 1, 2 | * Know and apply the order of operations? * Find prime factors of numbers? * Multiply numbers using exponents? * Write simple expressions without evaluating them? * Recognize how how operations change a number without evaluating them? |
| 5.7 | I CAN determine the prime factors of all numbers through 50 and show multiples of a factor using exponents.  *(supporting I CAN)*  *4th Grade: 4 OA 4* | * Explain the relationship between exponents and multiplication? * Give examples of prime numbers and explain what makes them prime? * Give examples of composite numbers and explain what makes them composite? * Name factors of numbers based on what I know about multiplication? * Show factors as a product of numbers? |
| 5.8 | I CAN convert measurement within the same measuring system.  MD 1 | * Identify different measuring systems? * Know how to use measuring tools and name the size? * Name common units of measurement? * Compare the size of items and describe them? * Convert measurement in multi-step real-world problems? |
| 5.9 | I CAN make a line plot display data sets of measurement in fractions and use fraction operations to solve problems involving the information on a line plot.  MD 2 | * Read and gather data from a line plot? * Analyze a data set to gather information? * Use fraction measurement in data collection? * Gather data and create a line plot to represent the data? * Solve real-world problems from information given in line plots? |
| 5.10 | I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems.  MD 3-5 | * Describe the difference between two- and three-dimensional figures? * Recognize volume as an attribute of solid figures? * Use unit cubes to show the volume? * Relate volume to multiplication and addition operations? * Identify volume in the world and solve real-world problems? |
| 5.11 | I CAN draw a coordinate plane, use numerical rules and patterns to graph ordered pairs (x, y), and represent real world and mathematical problems by graphing and interpreting the values.  G 1, 2, OA 3 | * Draw a coordinate plane including: x-axis, y-axis and the origin? * Label points (ordered pairs) on the coordinate plane? * Generate patterns using given rules and graph the ordered pair? * Describe the relationship between and x- and y-coordinates of an ordered pair? * Explain how the x-axis and y-axis relate to the x- and y-coordinates of an ordered pair? |
| 5.12 | I CAN classify two-dimensional shapes into categories based on their properties.  G 3, 4 | * Identify attributes of two-dimensional figures? * Identify and name right angles in a figure? * Draw two-dimensional shapes and identify them in the world? * Assign two-dimensional figures into categories and subcategories? * Know the names of two-dimensional shapes? |

**Standards of Mathematical Practice (SMPs)**

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