



5th Grade Mathematics Scope and Sequence

Quarter 1	
Domain	Number and Operations in Base Ten
Standard	<p>5.NBT.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.</p> <p>5.NBT.2 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.</p> <p>5.NBT.3 Read, write, and compare decimals to thousandths.</p> <p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>5.NBT.4 Use place value understanding to round decimals to any place, millions through hundredths.</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using a standard algorithm.</p> <p>5.NBT.7 Solve real-world problems by adding, subtracting, multiplying, and dividing decimals using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, or multiplication and division; relate the strategy to a written method and explain the reasoning used.</p> <p>a. Add and subtract decimals, including decimals with whole numbers, (whole numbers through the hundreds place and decimals through the hundredths place).</p> <p>b. Multiply whole numbers by decimals (whole numbers through the hundreds place and decimals through the hundredths place).</p> <p>c. Divide whole numbers by decimals and decimals by whole numbers (whole numbers through the tens place and decimals less than one through the hundredths place using numbers whose division can be readily modeled). For example, 0.75 divided by 5, 18 divided by 0.6, or 0.9 divided by 3.</p>
Resource	Bridges Unit 1 (5.NBT.5), Bridges Unit 3 (5.NBT.1-4, and 7), Bridges Unit 4 (5.NBT.5, 7), Bridges Unit 7 (5.NBT.1, 2)

Quarter 2		
Domain	Number and Operations in Base Ten	Numbers and Operations – Fractions
Standard	<p>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.</p> <p>5.NBT.7 Solve real-world problems by adding, subtracting, multiplying, and dividing decimals using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, or multiplication and division; relate the strategy to a written method and explain the reasoning used.</p> <p>a. Add and subtract decimals, including decimals with whole numbers, (whole numbers through the hundreds place and decimals through the hundredths place).</p> <p>b. Multiply whole numbers by decimals (whole numbers through the hundreds place and decimals through the hundredths place).</p> <p>c. Divide whole numbers by decimals and decimals by whole numbers (whole numbers through the tens place and decimals less than one through the hundredths place using numbers whose division can be readily modeled). For example, 0.75 divided by 5, 18 divided by 0.6, or 0.9 divided by 3.</p>	<p>5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). 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 $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. 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?</p> <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. 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 $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</p> <p>b. 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.</p> <p>5.NF.5 Interpret multiplication as scaling (resizing).</p> <p>a. Compare 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 multiplication.</p> <p>b. Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>

		<p>5.NF.6 Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. In general, students able to multiply fractions can develop strategies to divide fractions, by reasoning about the relationship between multiplication and division, but division of a fraction by a fraction is not a requirement at this grade.</p> <p>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</p> <p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</p> <p>c. 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. For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ pound of chocolate equally? How many $1/3$ cup servings are in 2 cups of raisins?</p>
Resource	Bridges Unit 1 (5.NBT.6), Bridges Unit 4 (5.NBT.6 -7), Bridges Unit 6 (5.NBT.6, 7), Bridges Unit 7 (5.NBT.6, 7)	Bridges Unit 2 (5.NF.3-4), Bridges Unit 5 (5.NF.4.5.7), Bridges Unit 6 (5.NF.4, 5), Bridges Unit 7 (5.NF.7)

Quarter 3			
Domain	Operations and Algebraic Thinking	Numbers and Operations – Fractions	Measurement and Data
Standard	<p>5.OA.1 Use parentheses in numerical expressions, and evaluate expressions with this symbol. Formal use of algebraic order of operations is not necessary.</p> <p>5.OA.2 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 $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$, without having to calculate the indicated sum or product.</p> <p>5.OA.3 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</p>	<p>5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers and fractions greater than 1) 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, use visual models and properties of operations to show $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. In general, $\frac{a}{b} + \frac{c}{d} = (\frac{a}{b} \times \frac{d}{d}) + (\frac{c}{d} \times \frac{b}{b}) = \frac{ad + bc}{bd}$.</p> <p>5.NF.2 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 $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.</p>	<p>5.MD.1 Know relative sizes of these U.S. customary measurement units: pounds, ounces, miles, yards, feet, inches, gallons, quarts, pints, cups, fluid ounces, hours, minutes, and seconds. Convert between pounds and ounces; miles and feet; yards, feet, and inches; gallons, quarts, pints, cups, and fluid ounces; hours, minutes, and seconds in solving multi-step, real-world problems.</p> <p>5.MD.2 Display and interpret data in graphs (picture graphs, bar graphs, and line plots) to solve problems using numbers and operations for this grade, e.g., including U.S. customary units in fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, or decimals.</p> <p>5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>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.</p> <p>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.</p> <p>5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>

			<p>5.MD.5 Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.</p> <p>a. 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 threefold whole number products as volumes, e.g., to represent the Associative Property of Multiplication.</p> <p>b. Apply the formulas $V = \ell \times w \times h$ and $V = B \times h$ 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.</p> <p>c. 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.</p>
Resource	Bridges Unit 1 and 4 (OA.1 and 2), Bridges Unit 6 (5.OA.3), Bridges Unit 7 (5.OA.1)	Bridges Unit 2 (5.NF.1-2), Bridges Unit 3 (5.NF.1), Bridges Unit 5 (5.NF.1)	Bridges Unit 1 (5.MD.3-6), Bridges Unit 3 (5.MD.1)

Quarter 4	
Domain	Geometry
Standard	<p>5.G.1 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.</p> <p>5.G.2 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.</p> <p>5.G.3 Identify and describe commonalities and differences between types of triangles based on angle measures (equiangular, right, acute, and obtuse triangles) and side lengths (isosceles, equilateral, and scalene triangles).</p> <p>5.G.4 Identify and describe commonalities and differences between types of quadrilaterals based on angle measures, side lengths, and the presence or absence of parallel and perpendicular lines, e.g., squares, rectangles, parallelograms, trapezoids, and rhombuses.</p> <p>Solar Design – In Bridges the last unit is a STEM project that ties in many of the standards learned throughout the year.</p>
Resource	Bridges Unit 6 (5.G.1-4), Unit 8 – Solar Design (STEM project)

Quarter 1 Learning Targets

Ohio Standard	Learning Targets	Notes
5.NBT.1	Explain place value in our number system and how powers of 10 are used in multiplication, division and decimals.	
	Determine that in a multi-digit number, a digit to the left is 10 times greater than a given digit.	
	Determine that in a multi-digit number, a digit to the right is 1/10 of the given digit.	
5.NBT.2	Explain that when a number is multiplied by a power of 10, the answer can be found by moving the decimal point to the right (or adding zeros) for each power of 10 to the number bigger.	
	Explain that when a number is divided by a power of 10, the answer can be found by moving the decimal point to the left one place for each power of 10 to make the number smaller.	
5.NBT.3 a, b	Read decimal numbers to the thousandths place.	
	Write decimals to the thousandths using expanded form.	
	Write decimals to the thousandths place using base ten numerals.	
	Compare decimals based on the value of digits and record the answer using <, >, and = symbols.	
5.NBT.4	Use place value understanding to round decimals to any place. (scholars should be able to explain the reasoning; not just the rule)	
5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	
5.NBT.7	Add decimals, including decimals with whole numbers (whole numbers to hundreds and decimals through hundredths place).	
	Solve real-world problems by adding decimals using concrete models or drawings based on strategies of place value, properties of operations, and/or the relationship between addition and subtraction).	
	Subtract decimals, including decimals with whole numbers (whole numbers to hundreds and decimals through hundredths place).	
	Solve real-world problems by subtracting decimals using concrete models or drawings based on strategies of place value, properties of operations, and/or the relationship between addition and subtraction).	
	Multiply whole numbers by decimals (whole numbers through hundreds and decimals through hundredths).	

Quarter 2 Learning Targets

Ohio Standard	Learning Targets	Notes
5.NBT.6	Find whole-number quotients with up to four-digit dividends and one-digit divisors using a variety of strategies (place value properties of operations, relationship between multiplication and division). <i>*note one digit-digit divisor is not part of the actual standard, but identified as a need for remediation/pre-requisite knowledge for grade level standard</i>	
	Find whole-number quotients with 2-digit dividends and two-digit divisors using a variety of strategies (place value properties of operations, relationship between multiplication and division).	
	Find whole-number quotients with 3-digit dividends and two-digit divisors using a variety of strategies (place value properties of operations, relationship between multiplication and division).	
	Find whole-number quotients with up to four-digit dividends and two-digit divisors using a variety of strategies (place value properties of operations, relationship between multiplication and division).	
	Illustrate and explain division using equations, rectangular arrays, and/or area models.	
5.NBT.7	Solve real-world problems by multiplying decimals using concrete models or drawings based on strategies of place value, properties of operations, and/or the relationship between multiplication and division).	
	Divide whole numbers by decimals and decimals by whole numbers (whole numbers through the tens place and decimals less than one through the hundredths place using numbers whose division can be readily modeled).	
	Solve real-world problems by multiplying decimals using concrete models or drawings based on strategies of place value, properties of operations, and/or the relationship between multiplication and division).	
	Explain how the chosen strategy works and the reasoning used to solve the decimal problem.	
5.NF.3	Interpret a fraction as division of the numerator by the denominator.	
	Solve word problems involving division of whole numbers where the quotient is a fraction or mixed number by using visual models or equations.	
5.NF.4 a, b	Apply previous understanding of multiplication to multiply a fraction or a whole number by a fraction.	
	Interpret how a fraction times a whole number is dividing the whole into parts and taking a certain number of them.	
	Multiply a fraction times a fraction.	
	Find the area of a rectangle with fractional sides by tiling it with fractional square units.	
	Find the area of a rectangle with fractional sides by multiplying the side lengths.	
	Represent fraction products as rectangular areas.	
	Show that the area is the same if using tiles as it would be if multiplying side lengths.	

5.NF.5 a,b	Interpret multiplication as scaling (resizing).	
	Compare the size of a product with the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	
5.NF.5 a,b	Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number.	
	Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.	
	Relate the principal of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	
5.NF.6	Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations.	
5.NF.7 a, b, c	Apply previous understanding of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	
	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.	
	Interpret division of a whole number by a unit fraction, and compute such quotients.	
	Solve real-world problems involving division of a unit fraction by non-zero whole numbers and division of whole numbers by unit fractions.	

Quarter 3 Learning Targets

Ohio Standard	Learning Targets	Notes
5.OA.1	Use and evaluate parenthesis in numerical expressions.	
	Use and evaluate brackets in numerical expressions.	
	Use and evaluate braces in numerical expressions.	
5.OA.2	Write simple expressions that record calculations with numbers.	
	Interpret numerical expressions without evaluating them.	
5.OA.3	Generate two numerical patterns using two given rules.	
	Form ordered pairs consisting of corresponding terms from the 2 patterns and graph them on a coordinate plane.	
5.NF.1	Add fractions with unlike denominators (including mixed numbers) by replacing the given fraction with equivalent fractions.	
	Subtract fractions with unlike denominators (including mixed numbers) by replacing the given fraction with equivalent fractions.	
5.NF.2	Solve real-world problems involving addition of fractions referring to the same whole, including cases with unlike denominators by using fraction models or equations.	
	Solve real-world problems involving subtraction of fractions referring to the same whole, including cases with unlike denominators by using fraction models or equations.	
5.MD.1	Know relative sizes of these U.S. customary measurement units: pounds, ounces, miles, yard, feet, inches; gallons, quarts, pints, cups, fluid ounces, hours, minutes, and seconds.	
	Covert between pounds and ounces; miles and feet, yards, and inches; gallons, quarts, pints, cups and fluid ounces; hours, minutes, and seconds.	
	Solve multi-step, real word problems involving measurement.	
5.MD.2	Interpret data in picture graphs to solve problems using numbers and operations for 5 th grade, including U.S. customary units in fractions $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$, or decimals.	
	Display data in picture graphs to solve problems using numbers and operations for 5 th grade, including U.S. customary units in fractions $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$, or decimals.	
	Interpret data in bar graphs to solve problems using numbers and operations for 5 th grade, including U.S. customary units in fractions $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$, or decimals.	
	Display data in bar graphs to solve problems using numbers and operations for 5 th grade, including U.S. customary units in fractions $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$, or decimals.	
	Interpret data in line plots to solve problems using numbers and operations for 5 th grade, including U.S. customary units in fractions $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$, or decimals.	

	Display data in line plots to solve problems using numbers and operations for 5 th grade, including U.S. customary units in fractions $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$, or decimals.	
5.MD.3 a, b	Recognize volume as an attribute of a solid figure.	
	Understand concepts of volume measurement.	
5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	
5.MD.5	Relate volume to the operations of multiplication and addition.	
	Solve real-world and mathematical problems involving volume.	
	Find the volume of a right rectangular prism with whole number side lengths by packing it with unit cubes, and show the volume would be the same as it would be found multiplying the edge lengths, equivalent by multiplying the height by the area if the base.	
	Represent threefold whole number products as volumes (Associate Property of Multiplication)	
5.MD.5	Apply the formula $V = l \times w \times h$ and $V = B \times h$ 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.	
	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.	

Quarter 4 Learning Targets

Ohio Standard	Learning Targets	Notes
5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of lines (the origin) arranged to coincide with the 0 on each line and given point in the plane located by using an ordered pair of numbers, called coordinates. <ul style="list-style-type: none"> • Distinguish between x and y axis • Create a coordinate plane and label all parts • Identify the origin • Plot 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.	
5.G.2	Represent real-world and mathematical problems by graphing points in the first quadrant of a coordinate plane.	
	Interpret coordinate values of points in the context of the situation.	
5.G.3	Identify commonalities between types of triangles based on angle measures (equiangular, right, acute, and obtuse triangles) and side lengths (isosceles, equilateral, and scalene triangles).	
	Describe commonalities between types of triangles based on angle measures (equiangular, right, acute, and obtuse triangles) and side lengths (isosceles, equilateral, and scalene triangles).	
5.G.4	Identify commonalities and differences between types of quadrilaterals based on angle measures, side lengths, and the presence or absence of parallel and perpendicular lines (squares, rectangles, parallelograms, trapezoids, and rhombuses).	