2025-2026 5th Math Curriculum Map

What do our students need to know? (Objective/Standard) Use IFD to be sure we are teaching to the depth of standard.

How are we going to teach it? (What lessons in the curriculum support that?)

How do we know if they learned it? (Which assessment/student work analysis)

What can we do if they don't get it? (Intervention)

What do we do when they do get it? (Move on, accelerate)

Overview of Course of Study

Please provide the units covered in each quarter. When planning, consider the recommended pacing for the units, as well as the placement of critical units and standards preceding TCAP testing.

Quarter 1: Units __1-4___

Quarter 2: Units __5-8___

Quarter 3: Units __9-14__

Quarter 4: Units __15-16_

Curriculum Map for Math – Quarter 1

Week # / Date	Standard(s)	Pacing/# of days	Lessons	Common Weekly Assessments	Additional Assessments/Checkpoints
The week # and dates for 24-25 are listed for you.	List TN Standard #s covered in this week's lessons.	The number of days in the week are listed for you.	List the Unit # and Lesson #s to be taught this week. (Unit 1: Lessons 1-5)	Select 2 CKLA Formative Assessments from the week's lessons that give the teacher the best picture of the student's progression toward mastering grade-level learning goals. The Unit Assessment will be included here.	List additional ELS Checkpoints and Benchmarks here.
1 8/4-8	5.NBT.A.1 5.NBT.A.2 5.NBT.A.3	3	1.1 - 1.3		REVIEW WHAT YOU KNOW P. 2
2 8/11-15	5.NBT.A.3 5.NBT.A.4	5	1.4 - 1.6 **AimsWEB	TOPIC 1 TEST	SPIRAL REVIEW
3 8/18-22	5.NBT.B.7	5	2.1-2.3	ADDITIONAL PRACTICE	SPIRAL REVIEW
4 8/25-29	5.NBT.B.7	5	2.4-3.1	TOPIC 2 TEST	SPIRAL REVIEW
5 9/2-4 (Fair Week)	5.NBT.A.2 5.NBT.B.5	3	3.2 - 3.4	ADDITIONAL PRACTICE	SPIRAL REVIEW
6 9/8-12	5.NBT.B.5	5	3.5 - 3.8 *TN1 after 3-7	ADDITIONAL PRACTICE	SPIRAL REVIEW
7 9/15-19	5.NBT.A.2 5.NBT.B.7	5	4.2 - 4.4	TOPIC 3 TEST	SPIRAL REVIEW
8 9/22-26	5.NBT.B.7	5	4.5 - 4.8 SAVVAS CUMULATIVE ASSESSMENT (TOPIC 1-4)	TOPIC 4 TEST	SPIRAL REVIEW
9 9/29-10/3 End Q1	5.NBT.A 5.NBT.B	5	GO OVER SAVVAS CUMULATIVE ASSESSMENT (TOPIC 1-4)/ ELS Benchmark	TOPIC 1-4 ASSESSMENT	ELS Benchmark 1 (NO GRADE)

Curriculum Map for Math – Quarter 2

Week # / Date	Standard(s)	Pacing/# of days	Lessons	Common Weekly Assessments	Additional Assessments/Checkpoints
10 10/15-18 4 days	5.NBT.B.6	4	5.1 - 5.5	ADDITIONAL PRACTICE	SPIRAL REVIEW
11 10/21-25	5.NBT.B.6	5	5.6 - 5.7 *TN2 after 5-6	TOPIC 5 TEST	SPIRAL REVIEW
12 10/28-11/1	5.NBT.A.2 5.NBT.B.7	5	6.1 - 6.5 *TN3 after 6-5	TOPIC 6 TEST	SPIRAL REVIEW
13 11/4-8	5.NBT.B.7	5	7.1-7.3	ADDITIONAL PRACTICE	SPIRAL REVIEW
14 11/12-15	5.NF.A.1 5.NF.A.2	5	7.4 - 7.8	ADDITIONAL PRACTICE	SPIRAL REVIEW
15 11/18-22	5.NF.A.1 5.NF.A.2	5	7.9 - 7.11	TOPIC 7 TEST	SPIRAL REVIEW
16 12/2-6	5.NF.B.4a 5.NF.B.6	5	8.1 - 8.5	ADDITIONAL PRACTICE	SPIRAL REVIEW
17 12/9-13	5.NF.B.4b 5.NF.B.5a/b 5.NF.B.6	5	8.6- 8.8	TOPIC 8 TEST	SPIRAL REVIEW
18 12/16-20 End Q2	5.NBT.A 5.NBT.B 5.NF.A 5.NF.B	5	ELS TESTING	ELS TEST #2	

Curriculum Map for Math – Quarter 3

Week # / Date	Standard(s)	Pacing/# of days	Lessons	Common Weekly Assessments	Additional Assessments/Checkpoints
19 1/5-9 4 DAYS		5	9.1-9.4	ADDITIONAL PRACTICE	SPIRAL REVIEW
20 1/12-16		5	9.5-9.7	TOPIC 9 TEST	SPIRAL REVIEW
21 1/19-23 MLK Day 4 days		4	10.1-10.3	ADDITIONAL PRACTICE	SPIRAL REVIEW
22 1/26-30		5	11.1-11.3	TOPIC 10 TEST	SPIRAL REVIEW
23 2/2-6		5	11.4-12.2	TOPIC 11 TEST	SPIRAL REVIEW
24 2/9-13		5	12.3-12.7	ADDITIONAL PRACTICE	SPIRAL REVIEW
25 2/16-20 4 days		4	12.8 *TN4 after 12.8	TOPIC 12 TEST	SPIRAL REVIEW
26 2/23-27		5	13.1-13.3	TOPIC 13 TEST	SPIRAL REVIEW
27 3/2-6		5	ELS Testing 14.1	ELS #3	SPIRAL REVIEW
28 3/9-13 End Q3		5	14.2-14.3	TOPIC 14 TEST	

Curriculum Map for Math – Quarter 4

Week # / Date	Standard(s)	Pacing/# of days	Lessons	Common Weekly Assessments	Additional Assessments/Checkpoints
29 3/23-27		5	15.1-15.3	TOPIC 15 TEST	SPIRAL REVIEW
30 3/30-4/3 Good Friday 4 days		4	16.1-16.3	ADDITIONAL PRACTICE	SPIRAL REVIEW
31 4/6-10		5	TCAP REVIEW STARTS WEDNESDAY 4/8	TOPIC 16 TEST	SPIRAL REVIEW
32 4/13-17		5	TCAP REVIEW		SPIRAL REVIEW
33 4/20-24		4	TCAP REVIEW		SPIRAL REVIEW
34 4/27-5/1		5	TCAP REVIEW		SPIRAL REVIEW
35 5/4-8		5	Step Up to Grade 6		SPIRAL REVIEW
36 5/11-15		5	Step Up to Grade 6		
37 5/18-22 END OF Q4		5	Step Up to Grade 6		
		3			

Tennessee Instructional Practice Guide (IPG) for Mathematics

Culture of Learning: Create a classroom culture where student agency, mathematical identity, and belonging contribute to students' mathematical success.		
• Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning. • Students demonstrate self-management and there is a classroom culture of student choice and autonomy. • Students demonstrate positive dispositions and beliefs about their ability to participate and perform effectively in mathematics and their ability to use mathematics as a problem-solving tool in powerful ways across the contexts of their lives. • Students are engaged in the mathematics of the lesson from start to finish; there is intentionality about how time is used.	**Yes** **No**	
Core Action One: Focus, Coherence, and Rigor at the Center of Instruction		
A. A majority of the lesson is spent on the grade/course-level cluster(s), grade/course-level content standard(s), or part(s) thereof. Mathematical Learning Goal: Standard(s) addressed in this lesson:	**Yes** **No**	
B. The curriculum materials are used as designed to connect developing mathematical ideas to math content within or across grades/courses through the use of tasks, examples, multiple representations, discussion, and instructional techniques.	**Yes** **No**	
C. The curriculum materials are used as designed to intentionally target the aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed in the lesson. Which aspect(s) of Rigor are targeted in the standard(s) addressed in the lesson? Which aspect(s) of Rigor are targeted in the instruction?	**Yes** **No**	
Core Action One Summary: The majority of the mathematics content of the lesson is grounded in materials and the delivery of the lesson meets the intent of grade-level standard(s) and leverages mathematical coherence and the appropriate aspect(s) of rigor to develop student understanding.	**Yes** **No**	
Core Action Two: Teacher Strategies to Develop Math Meaning		
A. The teacher uses a variety of explanations, representations, tasks, examples and/or instructional techniques are used to make the mathematics of the lesson explicit.	Yes Somewhat	Mostly Not Yet
B. The teacher shares multiple students' representations and/or solution methods and connects to students' understanding of the content, reduces student misconceptions, and ensures the mathematics is explicit.	Yes Somewhat	Mostly Not Yet
C. The teacher provides feedback and adjusts the lesson in response to student understanding. Questions and tasks surface misconceptions and opportunities for growth.	Yes Somewhat	Mostly Not Yet
D. The teachers uses internal summaries to pause and ensure understanding making references to	Yes	Mostly