



TERM 1	
Term 1 Dates/ Envision Topics	MS College and Career Readiness Standards
Term 1 Week 1 Aug. 10-14 Topic 1 Understanding Place Value Lessons 1-5	Lesson 1-1: Patterns with Exponents and Powers of 10 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. Lesson 1-2: Understand Whole-Number Place Value 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. Lesson 1-3: Decimals to Thousandths 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. 5.NBT.3a Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. Lesson 1-4: Understand Decimal Place Value 5.NBT.3a Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. Lesson 1-5: Compare Decimals 5.NBT.3b Read, write, and compare decimals to thousandths. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Term 1 Week 2 Aug. 17-21 Topic 1 Understanding Place Value Lessons 6-7 Review & Assess	Lesson 1-6: Round Decimals 5.NBT.4 Use place value understanding to round decimals to any place. Lesson 1-7: Problem Solving – Look For and Use Structure 5.NBT.3a Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. 5.NBT.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Term 1 Week 3 Aug 24-28	Lesson 2-1: Mental Math



Topic 2 Use Models and Strategies to Add and Subtract Decimals Lessons 1-5	5.NBT.7 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. 5.NBT.4 Use place value understanding to round decimals to any place. Lesson 2-2: Estimate Sums and Differences of Decimals 5.NBT.7 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. 5.NBT.4 Use place value understanding to round decimals to any place. Lesson 2-3: Use Models to Add and Subtract Decimals 5.NBT.7 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. Lesson 2-4: Use Strategies to Add Decimals 5.NBT.7 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. Lesson 2-5: Use Strategies to Subtract Decimals 5.NBT.7 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 the reasoning used.
Term 1 Week 4 Aug 31-Sept 4 Topic 2 Lesson 6-7 Review & Assess Topic 3 Fluently Multiply Multi-Digit Whole Numbers Lesson 1	Lesson 2-6: Fluency Review Activity 5.NBT.7 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 the reasoning used. Lesson 2-7: Problem Solving – Model with Math 5.NBT.7 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 the reasoning used. Lesson 3-1: Multiply Greater Numbers by Powers of 10 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. 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.



Term 1 Week 5 Sept 8-11 Topic 3 Fluently Multiply Multi-Digit Whole Numbers Lessons 2-5	Lesson 3-1: Multiply Greater Numbers by Powers of 10 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. 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. Lesson 3-2: Estimate Products 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. Lesson 3-3: Multiply by 1-Digit Numbers 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. Lesson 3-4: Multiply 2-Digit by 2-Digit Numbers 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. Lesson 3-5: Multiply 3-Digit by 2-Digit Numbers 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.
Term 1 Week 6 Sept 14-18 Topic 3 Fluently Multiply Multi-Digit Whole Numbers Lessons 6-9 Review	Lesson 3-6: Multiply Whole Numbers with Zeros 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. Lesson 3-7: Practice Multiplying Multi-Digit Numbers 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. Lesson 3-8: Solve Word Problems Using Multiplication 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. Lesson 3-9: Problem Solving – Critique Reasoning 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.
Term 1 Week 7 Sept 21-25 Topic 3 Assess Topic 4 Use Models and Strategies to Multiply Decimals	Lesson 4-1: Multiply Decimals by Powers of 10 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. 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) 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 the reasoning used. Lesson 4-2: Estimate the Product of a Decimal and a Whole Number



Lessons 1-4	5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) 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 the reasoning used. Lesson 4-3: Use Models to Multiply a Decimal and a Whole Number 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) 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 the reasoning used. Lesson 4-4: Multiply a Decimal and a Whole Number 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) 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 the reasoning used.
Term 1 Week 8 Sept 28-Oct 2 Topic 4 Use Models and Strategies to Multiply Decimals Lessons 5-9	Lesson 4-5: Multiply Decimals Using the Standard Algorithm 5.NBT.7 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. Lesson 4-6: Solve Decimal Multiplication Problems 5.NBT.7 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. Lesson 4-7: Problem Solving – Model with Math 5.NBT.7 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. Lesson 4-8: Use Number Sense to Multiply Decimals 5.NBT.7 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 the reasoning used. Lesson 4-9: Problem Solving – Model with Math 5.NBT.7 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 the reasoning used.
Term 1 Week 9 October 5-9	Term 1 Review & Benchmark Assessment



TERM 2

MS College and Career Readiness Standards

Term 2 Dates/
Envision Topics

Term 2 Week 1 Oct 13-16 Topic 4 Review & Assess Topic 5 Use Models and Strategies to Divide Whole Numbers Lessons 1-2	Lesson 5-1: Use Patterns and Mental Math to Divide 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. Lesson 5-2: Estimate Quotients with 2-Digit Divisors 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.
Term 2 Week 2 Oct 20-23 Topic 5 Use Strategies and Properties to Divide by 1-Digit Numbers Lessons 3-6	Lesson 5-3: Use Models and Properties to Divide With 2-Digit Divisors 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. Lesson 5-4: Use Partial Quotients to Divide 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. Lesson 5-5: Use Sharing to Divide: 2-Digit Divisors 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. Lesson 5-6: Use Sharing to Divide: Greater Dividends 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.
Term 2 Week 3 Oct 26-30	Lesson 5-7: Choose a Strategy to Divide



Topic 5 Use Models and Strategies to Divide Decimals Lessons 7-8 Review & Assess	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. Lesson 5-8: Problem Solving – Make Sense and Persevere 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.
Term 2 Week 4 Nov 2-6 Topic 6 Use Models and Strategies to Divide Decimals Lessons 1-5	Lesson 6-1: Patterns for Dividing with Decimals 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. 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) 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 the reasoning used. Lesson 6-2: Estimate Decimal Quotients 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) 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 the reasoning used. Lesson 6-3: Use Models to Divide by a 1-Digit Whole Number 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) 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 the reasoning used. Lesson 6-4: Divide by a 2-Digit Whole Number 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) 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 the reasoning used. Lesson 6-5: Divide by a Decimal 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) 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 the reasoning used.



Term 2 Week 5 Nov 9-13 Topic 6 Lesson 6 Review & Assess Topic 7 Use Equivalent Fractions to Add and Subtract Fractions Lessons 1-2	Lesson 6-6: Problem Solving – Reasoning 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) 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 the reasoning used. Lesson 7-1: Estimate Sums and Difference of Fractions 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 $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$. 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) 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, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.) Lesson 7-2: Find Common Denominators 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) 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, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.) 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.
Term 2 Week 6 Nov 16-20 Topic 7 Use Equivalent Fractions to Add and Subtract Fractions Lessons 3-7	Lesson 7-3: Add Fractions with Unlike Denominators 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) 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, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.) 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. Lesson 7-4: Subtract Fractions with Unlike Denominators 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) 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, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)



	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. Lesson 7-5: Add and Subtract Fractions 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) 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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.) 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. Lesson 7-6: Estimate Sums and Difference of Mixed Numbers 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. 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. Lesson 7-7: Use Models to Add Mixed Numbers 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. 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
Term 2 Week 7 Nov 30-Dec 4 Topic 7 Use Equivalent Fractions to Add and Subtract Fractions Lessons 8-12	Lesson 7-8: Add Mixed Numbers 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) 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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.) 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. Lesson 7-9: Use Models to Subtract Mixed Numbers



	5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) 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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.) 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. Lesson 7-10: Subtract Mixed Numbers 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) 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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.) 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. Lesson 7-11: Add and Subtract Mixed Numbers 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) 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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.) 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. Lesson 7-12: Problem Solving – Model with Math 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.
Term 2 Week 8 Dec 7-11 Topic 7 Review & Assess Topic 8 Apply Understanding of	Lesson 8-1: Multiply a Fraction by a Whole Number 5.NF.4a Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product $(\frac{a}{b}) \times q$ 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 $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$.) 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.



Multiplication to Multiply Fractions Lessons 1-3	Lesson 8-2: Multiply a Whole Number by a Fraction 5.NF.4a Apply and extend previous understandings of multiplication to multiply 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 $a \times q \div b$. 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, $(a/b) \times (c/d) = ac/bd$.) 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. Lesson 8-3: Multiply Fractions and Whole Numbers 5.NF.4a Apply and extend previous understandings of multiplication to multiply 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 $a \times q \div b$. 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, $(a/b) \times (c/d) = ac/bd$.)
Term 2 Week 9 Dec 14-18	Term 2 Review & Benchmark Assessments



TERM 3	
Term 3 Dates/ Envision Units	MS College and Career Readiness Standards
Term 3 Week 1 Jan 5-8 Topic 8 Apply Understanding of Multiplication to Multiply Fractions Multiplication to Lessons 4-7	Lesson 8-4: Use Models to Multiply Two Fractions 5.NF.4a Apply and extend previous understandings of multiplication to multiply 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 $a \times q \div b$. 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, $(a/b) \times (c/d) = ac/bd$.) Lesson 8-5: Multiply Two Fractions 5.NF.4a Apply and extend previous understandings of multiplication to multiply 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 $a \times q \div b$. 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, $(a/b) \times (c/d) = ac/bd$.) Lesson 8-6: Area of a Rectangle 5.NF.4b Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 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. Lesson 8-7: Multiply Mixed Numbers 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.
Term 3 Week 2 Jan 11-15 Topic 8 Lessons 8-9 Review & Assess Topic 9 Apply Understanding of Division to Divide Fractions Lesson 1	Lesson 8-8: Multiplication as Scaling 5.NF.5a Interpret multiplication as scaling (resizing), by 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 multiplication. 5.NF.5b Interpret multiplication as scaling (resizing), by explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number, 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. Lesson 8-9: Problem Solving – Make Sense and Persevere 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.



	Lesson 9-1: Fractions and Division 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 $3/4$ as the result of 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 equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?
Term 3 Week 3 Jan 19-22 Topic 9 Apply Understanding of Division to Divide Fractions Lessons 2-6	Lesson 9-2: Fractions and Mixed Numbers as Quotients 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 $3/4$ as the result of 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 equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? Lesson 9-3: Use Multiplication to Divide 5.NF.7b Apply and extend previous understandings of division to divide whole numbers by unit fractions. 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. Lesson 9-4: Divide Whole Numbers by Unit Fractions 5.NF.7b Interpret division of whole numbers by unit fractions, represent quotients with visual models, and explain solutions using the relationship between multiplication and division. 5.NF.7c Solve real-world problems involving whole numbers divided by unit fractions using equations and visual fraction models Lesson 9-5: Divide Unit Fractions by Non-Zero Whole Numbers 5.NF.7a Interpret division of a unit fraction by a non-zero whole number and compute quotients using visual fraction models. 5.NF.7c Solve real-world problems involving division of unit fractions by non-zero whole numbers using equations and visual fraction models. Lesson 9-6: Divide Whole Numbers and Unit Fractions 5.NF.7a Interpret and compute quotients when dividing unit fractions by whole numbers using visual fraction models. 5.NF.7b Interpret and compute quotients when dividing whole numbers by unit fractions using visual fraction models. 5.NF.7c Solve real-world problems involving division of unit fractions by whole numbers and whole numbers by unit fractions using equations and visual fraction models.



Term 3 Week 4 Jan 25-29 Topic 9 Apply Understanding of Division to Divide Fractions Lessons 7-8 Review & Assess Topic 10 Lesson 1	Lesson 9-7: Solve Problems Using Division 5.NF.7b Solve contextual problems involving division of whole numbers by unit fractions. 5.NF.7c Solve real-world problems involving division of unit fractions by whole numbers and whole numbers by unit fractions using equations, visual fraction models, and reasoning about multiplication and division. Lesson 9-8: PROBLEM SOLVING Repeated Reasoning 5.NF.7a Apply repeated reasoning to solve problems involving division of unit fractions by whole numbers using visual models, equations, and mathematical reasoning.o Lesson 10-1: Analyze Line Plots 5.MD.2 Interpret data displayed on line plots with fractional measurements. Use addition, subtraction, multiplication, and division of fractions to analyze data, answer questions, make observations, and solve real-world problems involving measurement data. 5.NF.2 Solve word problems involving addition and subtraction of fractions represented on line plots. Use benchmark fractions and number sense to estimate and assess the reasonableness of solutions.
Term 3 Week 5 Feb 1-5 Topic 10 Represent and Interpret Data Lessons 2-4 Review & Assess	Lesson 10-2: Make Line Plots 5.MD.2 Create line plots to display measurement data using fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Organize, interpret, and analyze data to answer questions and solve problems involving fractional measurements. 5.NF.2 Apply addition and subtraction of fractions while representing and interpreting measurement data on line plots Lesson 10-3: Solve Word Problems Using Measurement Data 5.MD.2 Solve real-world problems using line plots displaying fractional measurement data. Use fraction operations to analyze data, determine totals, differences, averages, and other relationships represented on line plots. 5.NF.2 Solve word problems involving addition and subtraction of fractions with like and unlike denominators represented in measurement data. 5.NF.6 Solve real-world multiplication problems involving fractions and mixed numbers represented in measurement contexts. Lesson 10-4: PROBLEM SOLVING Critique Reasoning 5.MD.2 Critique mathematical reasoning while solving problems involving line plots and fractional measurement data. Justify conclusions using fraction operations, data analysis, and mathematical arguments.
Term 3 Week 6 Feb 8-12 Topic 11 Understand Volume Concepts	Lesson 11-1: Model Volume 5.MD.3a Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A cube with side length 1 unit, called a <i>unit cube</i>, is said to have <i>one cubic unit</i> of volume and can be used to measure volume. 5.MD.3b Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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. 5.MD.4 Measure volumes by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.



Lessons 1-5	Lesson 11-2: Develop a Volume Formula 5.MD.4 Measure volumes by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units. 5.MD.5a Relate volume to the operations of multiplication and addition and 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 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 to represent the associative property of multiplication. 5.MD.5b Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. Apply the formulas $V = l \times w \times h$ 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. Lesson 11-3: Combine Volumes of Prisms 5.MD.5c Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. 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. Lesson 11-4: Solve Word Problems Using Volume 5.MD.5c Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. 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. Lesson 11-5: PROBLEM SOLVING Use Appropriate Tools 5.MD.3a Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A cube with side length 1 unit, called a <i>unit cube</i>, is said to have <i>one cubic unit</i> of volume and can be used to measure volume. 5.MD.3b Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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. 5.MD.4 Measure volumes by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.
Term 3 Week 7 Feb 16-19	Lesson 11-1: Model Volume 5.MD.3a Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A cube with side length 1 unit, called a <i>unit cube</i>, is said to have <i>one cubic unit</i> of volume and can be used to measure volume. 5.MD.3b Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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. 5.MD.4 Measure volumes by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.
Topic 11 Understand Volume Concepts Review & Assess	
Topic 12	Lesson 11-2: Develop a Volume Formula



Convert Measurements Lessons 1-2	5.MD.4 Measure volumes by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units. 5.MD.5a Relate volume to the operations of multiplication and addition and 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 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 to represent the associative property of multiplication. 5.MD.5b Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. Apply the formulas $V = l \times w \times h$ 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. Lesson 11-3: Combine Volumes of Prisms 5.MD.5c Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. 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. Lesson 11-4: Solve Word Problems Using Volume 5.MD.5c Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. 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. Lesson 11-5: PROBLEM SOLVING Use Appropriate Tools 5.MD.3a Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A cube with side length 1 unit, called a <i>unit cube</i>, is said to have <i>one cubic unit</i> of volume and can be used to measure volume. 5.MD.3b Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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. 5.MD.4 Measure volumes by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.
Term 3 Week 8 Feb 22-26 Topic 12 Convert Measurements Lessons 3-7	Lesson 12-3: Convert Customary Units of Weight 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. 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. Lesson 12-4: Convert Metric Units of Length



	5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. 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. Lesson 12-5: Convert Metric Units of Capacity 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. 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. Lesson 12-6: Convert Metric Units of Mass 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. 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. Lesson 12-7: Convert Units of Time 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. 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.
Term 3, Week 9	Term 3 Review & Benchmark Assessments



TERM 4	
Term 4 Dates/ myView Units	MS College and Career Readiness Standards **Term 4 pacing subject to adjustment following determination of MAAP testing window.**
Term 4 Week 1 March 15-19 Topic 12 Convert Measurements Lessons 8-9 Review & Assess	Lesson 12-8: Solve Word Problems Using Measurement Conversions 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. Lesson 12-9: PROBLEM SOLVING Precision 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.
Term 4 Week 2 March 22-25 Topic 13 Write & Interpret Numerical Expressions Lessons 1-4	TOPIC 13 – Write and Interpret Numerical Expressions Lesson 13-1: Evaluate Expressions 5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. Lesson 13-2: Write Numerical Expressions 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 $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product. 5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. Lesson 13-3: Interpret Numerical Expressions 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 $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product. Lesson 13-4: PROBLEM SOLVING Reasoning 5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
Term 4 Week 3 Mar 30-Apr 2 Topic 13	Lesson 14-1: The Coordinate System 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



Review & Assess Topic 14 Graph Points on the Coordinate Plane Lessons 1-2	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). Lesson 14-2: Graph Data Using Ordered Pairs 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. 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.
Term 4 Week 4 April 5-9 Topic 14 Lessons 3-4 Review & Assess Topic 15 Algebra: Analyze Patterns and Relationships Lesson 1	Lesson 14-3: Solve Problems Using Ordered Pairs 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. Lesson 14-4: PROBLEM SOLVING Reasoning 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. 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. 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. Lesson 15-1: Numerical Patterns 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.
Term 4 Week 5 April 12-16 Topic 15 Algebra: Analyze Patterns and Relationships Lessons 2-4	Lesson 15-2: More Numerical Patterns 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. Lesson 15-3: Analyze and Graph Relationships 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. 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. Lesson 15-4: PROBLEM SOLVING Make Sense and Persevere



Review & Assess	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.
Term 4 Week 6 April 19-23 Topic 16 Geometric Measurement: Classify Two- Dimensional Figures Lessons 1-4 Review & Assess	Lesson 16-1: Classify Triangles 5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. 5.G.4 Classify two-dimensional figures in a hierarchy based on properties. Lesson 16-2: Classify Quadrilaterals 5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. 5.G.4 Classify two-dimensional figures in a hierarchy based on properties. Lesson 16-3: Continue to Classify Quadrilaterals 5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. 5.G.4 Classify two-dimensional figures in a hierarchy based on properties. Lesson 16-4: PROBLEM SOLVING Construct Arguments 5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. 5.G.4 Classify two-dimensional figures in a hierarchy based on properties.
Term 4 Week 7 April 26-30	Data Based MAAP Review & Reinforcement Envision Math Step-Up Lessons
Term 4 Week 8 May 3-7	
Term 4 Week 9 May 10-14	