

Grade 5 (AAS)

Operations and Algebraic Thinking

1. Evaluate simple numerical expressions involving the four operations. [M.AAS.5.1](#)
2. Given a rule, Identify and extend numerical patterns (e.g., given the rule “Add 3” and the starting number 0). [M.AAS.5.2](#)

Operations with Numbers: Base Ten

3. Compare base-10 models up to 99 and whole numbers up to 100 to determine symbol ($<$, $>$, $=$). [M.AAS.5.3](#)
6. Model multiplication with two-digit whole numbers by one-digit whole numbers with regrouping using strategies such as arrays, decomposition, and manipulatives. [M.AAS.5.6](#)
8. Add decimals to tenths using concrete models, drawings, and manipulatives without regrouping. [M.AAS.5.8](#)

Operations with Numbers: Fractions

9. Illustrate equivalent fractions using models of wholes, halves, thirds, and fourths to add fractions with like denominators. [M.AAS.5.9](#)
11. Using vocalization, sign language, augmentative communication, or assistive technology, identify models of thirds (e.g., $1/3$, $2/3$, $3/3$) and tenths (e.g., $1/10$, $2/10$, $3/10$, $4/10$, $5/10$, $6/10$, $7/10$, $8/10$, $9/10$, $10/10$). [M.AAS.5.11](#)
12. Determine the product of unit fractions with unlike denominators (limited to denominators of 2, 3, 4, 10) using visual models. [M.AAS.5.12](#)
14. Use a model to solve multiplying a whole number by a unit fraction of $1/2$, $1/3$, and $1/4$. [M.AAS.5.14](#)
15. Use a model to solve dividing a whole number by a unit fraction of $1/2$. [M.AAS.5.15](#)

Data Analysis

16. Using vocalization, sign language, augmentative communication, or assistive technology, represent and interpret data on a picture, bar graph, or line plot when given a model or a graph. [M.AAS.5.16](#)

Measurement/ Geometry

17. Using vocalization, sign language, augmentative communication, or assistive technology, to tell time using an analog or digital clock to the half or quarter hour. [M.AAS.5.17](#)
 - a Use standard units to measure the weight and length of objects [M.AAS.5.17A](#)

b Sort a collection of coins according to their value. [M.AAS.5.17A](#)

18. Using vocalization, sign language, augmentative communication, or assistive technology, identify cubes, cylinders, and spheres as three-dimensional shapes. [M.AAS.5.18](#)

19 . Determine the volume of a rectangular prism by counting units of measurement (e.g., unit cubes). [M.AAS.5.19](#)

20 . Identify a point on a horizontal number line representing the horizontal x-axis (no greater than 5) and identify a point on a vertical number line representing the y-axis (no greater than 5). [M.AAS.5.20](#)