

Grade 5

Students demonstrate increasingly complex understanding of number sense.

Number and Operations in Base 10

- 1** Compare numbers up to 99 using base-ten models. [EE.5.NBT.1](#)
 - H** The student can compare two quantities up to 99 using base-ten models. [EE.5.NBT.H.1](#)
 - M** The student can compare two quantities (0-20) using models. [EE.5.NBT.M.1](#)
 - L** The student can compare two quantities of objects (0-10) with extreme differences to determine which set has more. [EE.5.NBT.L.1](#)
- 2** Use the number of zeros in numbers that are powers of 10 to determine which values are equal, greater than, or less than. [EE.5.NBT.2](#)
 - H** The student can order numbers that are multiples of ten ranging from 0 to 10,000 in sequential order least to greatest. [EE.5.NBT.H.2](#)
 - M** The student can order multiples of ten ranging from 0-50 in sequential order least to greatest. [EE.5.NBT.M.2](#)
 - L** The student can identify the sequential order of numbers up to 10. [EE.5.NBT.L.2](#)
- 3** Compare whole numbers up to 100 using symbols ($<$, $>$, $=$). [EE.5.NBT.3](#)
 - H** The student can compare whole numbers up to 100 using symbols ($=$, $<$, $>$). [EE.5.NBT.H.3](#)
 - M** The student can identify which numerals (0-10) are “greater than”, “more than”, “less than” or “fewer than” a target numeral. [EE.5.NBT.M.3](#)
 - L** The student can identify which numeral, paired with a visual representation of its quantity, is greater than another numeral paired with a visual representation of its quantity (numerals 1-10). [EE.5.NBT.L.3](#)
- 4** Round two-digit whole numbers to the nearest 10 from 0—90. [EE.5.NBT.4](#)
 - H** The student can round two-digit whole numbers (0-90) to the nearest ten using a number line indicating the tens. [EE.5.NBT.H.4](#)
 - M** The student can round whole numbers (0-20) to the nearest ten using a number line. [EE.5.NBT.M.4](#)
 - L** The student can determine if a single-digit number is closer to 0 or 10 on a number line. [EE.5.NBT.L.4](#)

- 5 Multiply numbers up to 5 x 5. **EE.5.NBT.H.5**
- H The student can multiply numbers up to 5 x 5. **EE.5.NBT.H.5**
 - M The student can use visual models or objects to depict repeated addition related to a multiplication problem using single digits to 3. **EE.5.NBT.M.5**
 - L The student can combine two sets with an equal number of objects in each set. **EE.5.NBT.L.5**
- 6-7 Illustrate the concept of division using fair and equal shares. **EE.5.NBT.6-7**
- H The student can partition a set into equal subsets to solve a problem. **EE.5.NBT.H.6-7**
 - M The student can divide objects into two equal sets. **EE.5.NBT.M.6-7**
 - L The student can replicate or identify an equal set from a model.

Number and Operations - Fractions

- 1 Identify models of halves ($\frac{1}{2}$, $\frac{2}{2}$) and fourths ($\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$). **EE.5.NF.1**
- H The student can differentiate between halves ($\frac{1}{2}$, $\frac{2}{2}$) and fourths ($\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$). **EE.5.NF.H.1**
 - M The student can identify one-half and one-fourth in a model. **EE.5.NF.M.1**
 - L The student can differentiate between a whole and one-half. **EE.5.NF.L.1**
- 2 Identify models of thirds ($\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{3}$) and tenths ($\frac{1}{10}$, $\frac{2}{10}$, $\frac{3}{10}$, $\frac{4}{10}$, $\frac{5}{10}$, $\frac{6}{10}$, $\frac{7}{10}$, $\frac{8}{10}$, $\frac{9}{10}$, $\frac{10}{10}$). **EE.5.NF.2**
- H The student can recognize thirds ($\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{3}$) and tenths ($\frac{1}{10}$, $\frac{2}{10}$, $\frac{3}{10}$, $\frac{4}{10}$, $\frac{5}{10}$, $\frac{6}{10}$, $\frac{7}{10}$, $\frac{8}{10}$, $\frac{9}{10}$, $\frac{10}{10}$) on a model. **EE.5.NF.H.2**
 - M The student can identify the unit fractions $\frac{1}{3}$ and $\frac{1}{10}$ when provided with models. **EE.5.NF.M.2**
 - L The student can identify how many equal parts a shape or object are separated into, limited to 1 and 3. **EE.5.NF.L.2**

Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

Geometry

- 1-4 Sort two-dimensional figures and identify the attributes (angles, number of sides, corners, color) they have in common. **EE.5.G.1-4**
- H The student can sort two-dimensional figures using attributes (e.g., angles, numbers of sides) they have in common. **EE.5.G.H.1-4**
 - M The student can identify two-dimensional figures with a common attribute. **EE.5.G.M.1-4**
 - L The student can identify two-dimensional shapes (circle, square, star). **EE.5.G.L.1-4**

Measurement and Data

- 3 Identify common three-dimensional shapes. **EE.5.MD.3**
- H The student can identify a sphere, cube, cone, and cylinder. **EE.5.MD.H.3**
 - M The student can match objects to their outlines. **EE.5.MD.M.3**
 - L The student can differentiate between round and square or sphere and cube. **EE.5.MD.L.3**
- 4-5 Determine the volume of a rectangular prism by counting units of measure (unit cubes). **EE.5.MD.4-5**
- H The student can determine the volume of a rectangular prism by counting unit cubes. **EE.5.MD.H.4-5**
 - M The student can demonstrate understanding that 3D shapes have volume. **EE.5.MD.M.4-5**
 - L The student can differentiate between empty and full. **EE.5.MD.L.4-5**
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Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

Using Measurement and Data

- 1.a Tell time using an analog or digital clock to the half or quarter hour. **EE.5.MD.1.A**
- H The student can tell time to the quarter hour using a digital clock or to the half hour using an analog clock. **EE.5.MD.H.1.A**
 - M The student can tell time to the hour using a digital clock or analog clock. **EE.5.MD.M.1.A**
 - L The student can associate activities with morning and afternoon. **EE.5.MD.L.1.A**
- 1.b Use standard units to measure weight and length of objects. **EE.5.MD.1.B**
- H The student can use an appropriate tool and customary units of measurement to measure length (inches/feet) and weight of objects (ounces/pounds). **EE.5.MD.H.1.B**
 - M The student can identify the appropriate tool for measuring length and weight. **EE.5.MD.M.1.B**
 - L The student can compare the lengths or masses of two objects to determine which one is longer or heavier, where the difference is vastly different. **EE.5.MD.L.1.B**
- 1.c Indicate relative value of collections of coins. **EE.5.MD.1.C**
- H The student can tell the amount of money using collections of coins up to and including \$10.00. **EE.5.MD.H.1.C**
 - M The student can identify an equivalent value of a nickel, dime, and quarter. **EE.5.MD.M.1.C**
 - L The student can match coins of the same denomination (penny, nickel, dime, and quarter) when presented within a group. **EE.5.MD.L.1.C**

- 2 Represent and interpret data on a picture, line plot, or bar graph. [EE.5.MD.2](#)
- H The student can read and interpret data from charts, tables, graphs, tallies and pictographs. [EE.5.MD.H.2](#)
 - M The student can identify what type or quantity of data are needed to answer a question, solve a problem, or complete a chart or pictograph. [EE.5.MD.M.2](#)
 - L The student can identify the category in a bar graph or picture graph that has the most or least when the quantities have extreme differences. [EE.5.MD.L.2](#)
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Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

Problem Solving

- 3 Identify and extend numerical patterns. [EE.5.OA.3](#)
- H The student can create, describe and extend simple number patterns that involve a simple addition or subtraction rule. [EE.5.OA.H.3](#)
 - M The student can extend a simple ABAB, ABC or ABBA pattern involving shapes, numbers or objects. [EE.5.OA.M.3](#)
 - L The student can extend a simple AB pattern using pictures, objects or familiar symbols. [EE.5.OA.L.3](#)