

Grade 5

Number, Number Sense, Computation, and Estimation

- 1 Identify the location of 0.5 decimals between two whole numbers on a number line; round 0.5 decimals up to the nearest whole number.** [M-5.1](#)

CC. Numbers to identify on a number line or to round to the nearest whole number could range by halves from 0.5 to 9.5. [M-5.1.CC](#)

- 2 Identify whole numbers 0 through 60 and decimals with 0.5 when given a verbal description.** [M-5.2](#)

CC. Whole numbers to identify from a verbal description could range from 0 through 60. Decimals to identify could include 0.5, 1.5, 2.5, 3.5, 4.5, and 5.5. [M-5.2.CC](#)

- 3 Use place value to identify numbers that are multiples of 10, and understand the difference between ones and tens place.** [M-5.3](#)

CC. Whole numbers presented as multiples of 10 could range from 0 through 60. Understanding place value could include identifying the digit in the ones or tens place or its value. [M-5.3.CC](#)

- 4 Determine whether a number from 1 through 40 is divisible by 2, 3, 5, or 10.** [M-5.4](#)

CC. Numbers divisible by 2 could range from 2 through 10. Numbers divisible by 3 could range from 3 through 30, and numbers divisible by 5 or 10 could range from 5 or 10 through 40. [M-5.4.CC](#)

- 5 Identify even and odd numbers.** [M-5.5](#)

CC. Representations of even and odd numbers could include simple pictures, diagrams, models, or other representations for whole numbers 1 through 10. [M-5.5.CC](#)

- 6 Use currency for problems up to \$1.00.** [M-5.6](#)

CC. Problems could include determining whether a set of the same or different coins is sufficient to purchase an item priced up to \$1.00 or making change for \$1.00. [M-5.6.CC](#)

- 7 Solve division problems using numbers through 20.** [M-5.7](#)

CC. Representations could include simple pictures, diagrams, models, or other representations of whole numbers. Numbers to be divided will not exceed 20. [M-5.7.CC](#)

- 8 Solve word problems involving addition and subtraction of whole numbers from 0 through 30 and adding mixed numbers ending in $\frac{1}{2}$ and $\frac{1}{4}$.** [M-5.8](#)

CC. Given a context, numbers from 0 through 30 could be added or subtracted; mixed numbers ending in $\frac{1}{2}$ or $\frac{1}{4}$ could be added. [M-5.8.CC](#)

9 Solve word problems involving addition and subtraction of whole numbers 0 through 30 and adding decimal numbers ending in 0.5. [M-5.9](#)

CC. Given a context, numbers from 0 to 30 could be added or subtracted including adding decimals ending in 0.5. [M-5.9.CC](#)

10 Identify an equation that matches a verbal description involving the product of whole numbers and fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, and decimals ending in 0.5. [M-5.10](#)

CC. Equations using only whole numbers have solutions ranging from 0 through 60. Equations using whole numbers and fractions or decimals have whole number solutions ranging from 0 through 40. [M-5.10.CC](#)

11 Simplify expressions that use parentheses given a verbal or visual model. [M-5.11](#)

CC. Expressions could include addition and subtraction of whole numbers from 0 through 60 with parentheses. [M-5.11.CC](#)

Measurement and Geometry

12 Solve $V = B \times h$ volume problems when provided a model that includes the area measure of the base (B). [M-5.12](#)

CC. The calculated volume of the provided models could range from 1 to 30 cubic units. [M-5.12.CC](#)

13 Use addition to solve real world volume problems using unit cubic inches. [M-5.13](#)

CC. The sum of the measures of volume could range from 1 to 30 cubic inches. [M-5.13.CC](#)

14 Tell time and measure elapsed time in whole and half hour increments using a digital clock, including with context. [M-5.14](#)

CC. Times could be on the hour or half hour and elapsed time could range from ± 1 to 3 hours within a.m. or p.m. Contexts will relate the time to an appropriate activity. [M-5.14.CC](#)

15 Identify the geometric shape of a given object (e.g., traffic sign). [M-5.15](#)

CC. Objects presented could include circles, triangles, squares, rectangles, pentagons, hexagons, or octagons. [M-5.15.CC](#)

Probability, Statistics, Patterns, Functions, and Algebra

16 Use given data to interpret information from a line plot. [M-5.16](#)

CC. The line plots presented could range from having 3 to 10 data points. [M-5.16.CC](#)

17 Identify a missing number in a pattern when given an addition rule. [M-5.17](#)

CC. The patterns with a missing number could have a rule of $+1$, $+2$, $+3$, $+4$, $+5$, or $+10$ with numbers ranging from 1 through 60. [M-5.17.CC](#)

18 Identify expressions that match a verbal and/or graphic model. M-5.18

CC. Expressions presented could have one, two, or three terms. M-5.18.CC