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**Colorado Academic Standards
Mathematics 2020
Grade 5**

Alignments to SuccessMaker

Providing rigorous intervention

for K-8 learners with unparalleled precision

Colorado Academic Standards' Code	Colorado Academic Standards Mathematics 2020 Grade 5	SuccessMaker Item Descriptions	Item IDs
1	Number and Quantity		
5.NBT.A	Number & Operations in Base Ten: Understand the place value system.		
5.NBT.A.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.	Identify the place and the value of a digit in a number; for that value, identify the number 10 times as much and the number 1/10 as much.	SMMA_LO_02045
		Addition and Subtraction Targeted Lesson 29: Place Value of Numbers Up to Six Digits	
5.NBT.A.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.	Explain patterns in the number of zeroes of the product and in the placement of the decimal point when multiplying a number by powers of ten.	SMMA_LO_02046
		Multiply one- to five-digit whole numbers by powers of ten (10 to 100,000).	SMMA_LO_01078
		Multiply decimals by 10, 100, or 1000.	SMMA_LO_00235
5.NBT.A.3	Read, write, and compare decimals to thousandths.	Compare decimal numbers (0.1 to 9.9).	SMMA_LO_00191
		Match the word name with the decimal number (0.10 to 9.99).	SMMA_LO_00204
		Match a decimal number to its word me (to thousandths).	SMMA_LO_00227
		Enter the decimal equivalent for a mixed number (hundredths, 100 in denominator).	SMMA_LO_00205
		Compare two decimal numbers (10.01 to 99.99).	SMMA_LO_00216
		Identify the decimal number with a 0 to 9 in the tenths or hundredths place.	SMMA_LO_00202
		Compare decimal numbers (to thousandths).	SMMA_LO_00225
		Match a decimal number to its word me (to thousandths).	SMMA_LO_00227
		Fractions and Decimals Targeted Lesson 30: Comparing Decimals	

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5.NBT.A.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × 1/10 + 9 × 1/100 + 2 × 1/1000.	Match the word name with the decimal number (0.10 to 9.99).	SMMA_LO_00204
		Match a decimal number to an equivalent fraction (tenths to thousandths).	SMMA_LO_00224
		Match a decimal number to its word me (to thousandths).	SMMA_LO_00227
		Identify the place value of a digit in a decimal number (tenths to ten thousandths).	SMMA_LO_00241
		Enter a decimal number in a place-value chart (tenths to thousandths).	SMMA_LO_01089
5.NBT.A.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Compare decimal numbers (to thousandths).	SMMA_LO_00225
		Add and compare decimals to hundredths to decide whether customers will save money	SMMA_LO_02506
		Identify the symbol (< or >) needed to complete the inequality.	SMMA_LO_00254
		Identify a list of decimal numbers ordered from least to greatest.	SMMA_LO_01103
		Compare two decimal numbers (10.01 to 99.99).	SMMA_LO_00216
		Compare decimal numbers (0.1 to 9.9).	SMMA_LO_00191
		Compare decimal numbers (to thousandths).	SMMA_LO_00225
		Fractions and Decimals Targeted Lesson 30: Comparing Decimals	
5.NBT.A.4	Use place value understanding to round decimals to any place.	Round a decimal to the nearest tenth, hundredth, or whole number.	SMMA_LO_00230

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5.NBT.B	Number & Operations in Base Ten: Perform operations with multi-digit whole numbers and with decimals to hundredths.		
5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	Multiply whole numbers (student choice, products 10,000 x 2 to 99,999 x 9).	SMMA_LO_00900
		Multiply a two-digit number by a two-digit number (student choice, products 16 x 11 to 19 x 99).	SMMA_LO_00901
		Multiply whole numbers (student choice, products 100 x 20 to 990 x 90, multiples of 10).	SMMA_LO_00902
		Multiply whole numbers (student choice, products 21 x 11 to 99 x 99).	SMMA_LO_00903
		Multiply whole numbers (student choice, products 101 x 20 to 999 x 90, multiples of 10).	SMMA_LO_00904
		Multiply whole numbers (student choice, products 100 x 21 to 990 x 90, multiples of 10).	SMMA_LO_00905
		Multiply (student choice, products 1000 x 20 to 9999 x 90, multiples of 10).	SMMA_LO_00906
		Multiply whole numbers (student choice, products 101 x 21 to 999 x 99).	SMMA_LO_00907
		Multiply by a multiple of 10 (student choice, 10,000 x 20 to 99,999 x 90).	SMMA_LO_00908
		Multiply whole numbers (student choice, products 1000 x 21 to 9999 x 99).	SMMA_LO_00909
		Multiply whole numbers (student choice, 10,000 x 21 to 99,999 x 99).	SMMA_LO_00910
		Multiply one- to five-digit whole numbers by powers of ten (10 to 100,000).	SMMA_LO_01078
		Multiplication and Division Targeted Lesson 31: Multiplying Multi-digit Numbers	

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5.NBT.B.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.	Divide (combinations 2 x 20 to 5 x 90, three-digit dividend, one or two-digit divisor, no remainder).	SMMA_LO_00291
		Divide (combinations 6 x 20 to 9 x 90).	SMMA_LO_00293
		Divide (combinations 2 x 13 to 5 x 19, no remainder).	SMMA_LO_00305
5.NBT.B.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.	Subtract metric length or weight measurements expressed as decimals (to tenths, difference 1.2 to 8.9, regrouping).	SMMA_LO_00159
		Add decimals using addition facts (sums 0.02-0.99).	SMMA_LO_00206
		Subtract decimals numbers (minuends and subtrahends 0.01 to 9.99).	SMMA_LO_00207
		Subtract money amounts (sums less than $17.00, regrouping).	SMMA_LO_00208
		Add or subtract decimals using mental math (sums less than 1.00, with or without regrouping).	SMMA_LO_00210
		Align the decimal numbers in a vertical addition problem; then solve (hundredths, regrouping).	SMMA_LO_00211
		Align the decimal numbers in a vertical subtraction problem; then solve (hundredths, regrouping).	SMMA_LO_00212
		Subtract money amounts (sums less than $50.00, regrouping).	SMMA_LO_00214
		Add decimals numbers using mental math (sums 1.0 to 99.8, regrouping).	SMMA_LO_00217

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		Find the missing factor and quotient in two related number sentences (products 0.2 x 2 to 0.9 x 5).	SMMA_LO_00219
		Find the missing decimal number on a number line; then count by multiples of tenths to find the product.	SMMA_LO_00220
		Multiply a decimal and a whole number displayed horizontally (0.02 x 2 to 0.09 x 5).	SMMA_LO_00221
		Multiply two decimals or multiply a decimal by a whole number (tenths to hundredths).	SMMA_LO_00223
		Multiply decimals displayed horizontally (0.2 x 0.6 to 0.9 x 0.12).	SMMA_LO_00232
		Multiply decimals (to thousandths x hundredths).	SMMA_LO_00234
		Multiply decimals by 10, 100, or 1000.	SMMA_LO_00235
		Divide a decimal by a decimal (horizontal division; dividends to tenths).	SMMA_LO_00237
		Divide a decimal by a whole number.	SMMA_LO_00239
		Determine the missing factor in the multiplication number sentence (decimals, to ten-thousandths).	SMMA_LO_00240
		Divide decimals (0.3 x 0.3 to 0.9 x 0.09).	SMMA_LO_00245
		Divide decimals (0 x 2 to 2 x 5).	SMMA_LO_00251
		Multiply a whole number or a decimal by 0.1, 0.01, or 0.001.	SMMA_LO_00252
		Find the missing decimal number in a pattern (addition).	SMMA_LO_00253
		Divide a decimal by 0.1, 0.01, or 0.001.	SMMA_LO_00263
		Divide a decimal by 0.1, 0.01, or 0.001 (dividends 0.001 to 0.999).	SMMA_LO_00267
		Find the number of dollar bills needed to buy two to four items (each $1.79 to $3.99 each).	SMMA_LO_01629
		Solve a one-step equation with decimals in context (addition and subtraction).	SMMA_LO_01799

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		Fractions and Decimals Targeted Lesson 34: Adding and Subtracting Decimals	
		Fractions and Decimals Targeted Lesson 35: Multiplying Decimals	
		Fractions and Decimals Targeted Lesson 36: Multiplying and Dividing Decimals	
5.NF.A	Number & Operations-Fractions: Use equivalent fractions as a strategy to add and subtract fractions.		
5.NF.A.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, $a/b + c/d = (ad + bc)/bd$.)	Add fractions; no simplifying (unlike denominators).	SMMA_LO_00465
		Subtract fractions; no simplifying (unlike denominators).	SMMA_LO_00466
		Add fractions; no simplifying (unlike denominators).	SMMA_LO_00467
		Subtract fractions; no simplifying (unlike denominators).	SMMA_LO_00468
		Add fractions; simplify if necessary (unlike denominators).	SMMA_LO_00471
		Subtract fractions; simplify if necessary (unlike denominators).	SMMA_LO_00472
		Add fractions; simplify if necessary (unlike denominators).	SMMA_LO_00473
		Subtract fractions; simplify if necessary (unlike denominators).	SMMA_LO_00474
		Add mixed numbers; simplify if necessary (unlike denominators).	SMMA_LO_00499
		Subtract mixed numbers; simplify if necessary (unlike denominators).	SMMA_LO_00500

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		Add mixed numbers; simplify if necessary (unlike denominators).	SMMA_LO_00504
		Subtract mixed numbers; simplify if necessary (unlike denominators).	SMMA_LO_00505
		Add mixed numbers within a context; simplify if necessary (unlike denominators).	SMMA_LO_00509
		Subtract mixed numbers within a context; simplify if necessary (unlike denominators).	SMMA_LO_00510
		Fractions and Decimals Targeted Lesson 17: Adding and Subtracting Fractions with Unlike Denominators	
		Fractions and Decimals Targeted Lesson 20: Adding and Subtracting Mixed Numbers with Unlike Denominators	
5.NF.A.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.	Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Subtract two fractions from a whole within a context.	SMMA_LO_01634
		Use a model and an equation to solve word problems involving the subtraction of fractions, like denominators.	SMMA_LO_02016
		Using models, subtract fractions, no simplifying (like denominators, halves to eighths).	SMMA_LO_00442
		Make a picture to solve a two-step problem in context (addition and subtraction).	SMMA_LO_01551
		Fractions and Decimals Targeted Lesson 25: Fraction Operations Word Problems	

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5.NF.B	Number & Operations-Fractions: Apply and extend previous understandings of multiplication and division.		
5.NF.B.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.	Model a division word problem that results in a rational quotient; then express the word problem with an equation.	SMMA_LO_02047
		Identify a picture that represents a division problem (math facts).	SMMA_LO_01245
		Identify the number sentence that represents a division problem in context (model shown, dividends to 20).	SMMA_LO_01569
5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	Use fraction models to rewrite the product of a whole number and a fraction as the product of a whole number and a unit fraction. Then, find the product.	SMMA_LO_02006
		Multiply a whole number by a proper fraction; no simplifying.	SMMA_LO_00470
		Use fraction models to relate a fraction to a whole number times a unit fraction. Then, write an equation for this relationship.	SMMA_LO_02005
		Model the multiplication of two fractions; complete an equation to show the product; interpret a real-world context that can be modeled by this equation.	SMMA_LO_02054
		Multiply a fraction and a whole number; simplify first.	SMMA_LO_00478
		Fractions and Decimals Targeted Lesson 21: Multiplying Fractions by Whole Numbers	

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5.NF.B.4.a	Interpret the product $a/b \times q$ as a part 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, $a/b \times c/d = ac/bd$.)	Model multiplication of a whole number by a fraction; complete an equation to show the product; interpret a real-world context that can be modeled by this equation.	SMMA_LO_02048
		Model the multiplication of two fractions; complete an equation to show the product; interpret a real-world context that can be modeled by this equation.	SMMA_LO_02054
		Use fraction models to relate a fraction to a whole number times a unit fraction. Then, write an equation for this relationship.	SMMA_LO_02005
5.NF.B.4.b	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.	Find the area of a rectangle with fractional side lengths in two ways: by multiplying its side lengths and by tiling it with smaller rectangles.	SMMA_LO_02049
		Find the area of a rectangle by tiling it; complete an equation to show that the area is the same as would be found by multiplying the side lengths.	SMMA_LO_02029
		Multiplication and Division Targeted Lesson 23: Counting and Calculating the Area of Rectangles	

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5.NF.B.5	Interpret multiplication as scaling (resizing), by:		
5.NF.B.5.a	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.	Determine whether multiplying a number by a factor results in scaling the number up or down.	SMMA_LO_02050
5.NF.B.5.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); 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.	Determine whether multiplying a number by a factor results in scaling the number up or down.	SMMA_LO_02051
5.NF.B.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.	Find the fractional part of a recipe (multiply a fraction and a mixed number).	SMMA_LO_00835
		Find the fractional part of a recipe (multiply a fraction and a mixed number).	SMMA_LO_00835
		Multiply mixed numbers to determine the area of a rectangle or triangle; simplify if necessary.	SMMA_LO_00508
		Fractions and Decimals Targeted Lesson 13: Fractions and Mixed Numbers	
		Fractions and Decimals Targeted Lesson 25: Fraction Operations Word Problems	

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5.NF.B.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)	Model the division of a unit fraction by a nonzero whole number, and compute the quotient.	SMMA_LO_02052
		Use models to solve real-world problems involving division of unit fractions by nonzero whole numbers.	SMMA_LO_02156
		Fractions and Decimals Targeted Lesson 24: Dividing by Unit Fractions	
		Fractions and Decimals Targeted Lesson 23: Dividing Unit Fractions	
5.NF.B.7.a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for 1/3 ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 1/3 ÷ 4 = 1/12 because 1/12 × 4 = 1/3.	Model the division of a unit fraction by a nonzero whole number, and compute the quotient.	SMMA_LO_02052
		Use models to solve real-world problems involving division of unit fractions by nonzero whole numbers.	SMMA_LO_02156
		Fractions and Decimals Targeted Lesson 23: Dividing Unit Fractions	

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5.NF.B.7.b	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ 1/5, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ 1/5 = 20 because 20 × 1/5 = 4.	Divide a whole number by a fraction; simplify if necessary.	SMMA_LO_01787
		Use models to solve real-world problems involving division of whole numbers by unit fractions.	SMMA_LO_02053
		Divide a whole number by a fraction.	SMMA_LO_00492
		Fractions and Decimals Targeted Lesson 24: Dividing by Unit Fractions	
5.NF.B.7.c	Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?	Use models to solve real-world problems involving division of whole numbers by unit fractions.	SMMA_LO_02053
		Model the division of a unit fraction by a nonzero whole number, and compute the quotient.	SMMA_LO_02052
		Use fraction models to relate a fraction to a whole number times a unit fraction. Then, write an equation for this relationship.	SMMA_LO_02005
		Use models to solve real-world problems involving division of unit fractions by nonzero whole numbers.	SMMA_LO_02156
		Fractions and Decimals Targeted Lesson 24: Dividing by Unit Fractions	
		Fractions and Decimals Targeted Lesson 23: Dividing Unit Fractions	

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2	Algebra and Functions		
5.OA.A	Operations & Algebraic Thinking: Write and interpret numerical expressions.		
5.OA.A.1	Use grouping symbols (parentheses, brackets, or braces) in numerical expressions, and evaluate expressions with these symbols.	Evaluate an expression using the order of operations.	SMMA_LO_01091
		Ratios and Equations Targeted Lesson 19: Parentheses and Order of Operations	
5.OA.B	Operations & Algebraic Thinking: Analyze patterns and relationships.		
5.OA.B.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.	Generate two numerical patterns using two given rules and identify apparent relationships between corresponding terms.	SMMA_LO_02197
3	Data, Statistics, and Probability		
5.MD.A	Measurement & Data: Convert like measurement units within a given measurement system.		
5.MD.A.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.	Add metric measurements with unlike units and express the sum in terms of the smaller unit.	SMMA_LO_00168
		Add metric measurements with unlike units and express the sum in terms of the larger unit.	SMMA_LO_00172
		Compare unlike customary units of weight and identify the correct statement (ounces and pounds).	SMMA_LO_00801
		Calculate the volume of a rectangular prism; then convert the cubic feet or cubic meters into gallons or liters.	SMMA_LO_01819
		Convert linear Measurements to the same unit in order to fill orders for solar panels.	SMMA_LO_02505

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5.MD.B	Measurement & Data: Represent and interpret data.		
5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.	Make a line plot to show measurement data in fractions of a unit.	SMMA_LO_02196
		Solve problems using fractional units of measurement data displayed in line plots.	SMMA_LO_02198
5.MD.C	Measurement & Data: Geometric measurement: Understand concepts of volume and relate volume to multiplication and to addition.		
5.MD.C.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.		
5.MD.C.3.a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume and can be used to measure volume.	Identify a unit cube and what attribute it is used to measure.	SMMA_LO_02041
		Determine side lengths and areas in squares, and side lengths and volumes in cubes.	SMMA_LO_02217
5.MD.C.3.b	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.	Find the volume of a prism by packing the prism with unit cubes.	SMMA_LO_02042
		Identify a unit cube and what attribute it is used to measure.	SMMA_LO_02041
5.MD.C.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Find the volume of a rectangular solid by counting cubes.	SMMA_LO_00829
		Find the volume of a rectangular solid by counting cubes.	SMMA_LO_00833
		Find the volume of a prism by packing the prism with unit cubes.	SMMA_LO_02042

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5.MD.C.5	Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.	Find the volume of a three-dimensional figure by decomposing that figure into two right rectangular prisms and then adding those prisms' volumes.	SMMA_LO_02044
		Compute the volume of right rectangular prisms using formulas.	SMMA_LO_02043
		Determine the volume of a box given the height, width, and length (60 to 480 customary or metric cubic units).	SMMA_LO_00174
5.MD.C.5.a	Model 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, e.g., to represent the associative property of multiplication.	Find the volume of a prism by packing the prism with unit cubes.	SMMA_LO_02042
		Find the volume of a right rectangular prism with fractional edge lengths.	SMMA_LO_02169
5.MD.C.5.b	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.	Compute the volume of right rectangular prisms using formulas.	SMMA_LO_02043
		Solve for a variable in the formula for volume of a rectangular prism (whole numbers and mixed numbers).	SMMA_LO_01817
5.MD.C.5.c	Use the additive nature of volume to 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.	Find the volume of a three-dimensional figure by decomposing that figure into two right rectangular prisms and then adding those prisms' volumes.	SMMA_LO_02044
		Find the volume of concrete needed to build a life-size model of Stonehenge	SMMA_LO_02508

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4	Geometry		
5.G.A	Geometry: Graph points on the coordinate plane to solve real-world and mathematical problems.		
5.G.A.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 (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Identify a point on a coordinate grid given the ordered pair.	SMMA_LO_01092
		Identify a point on a grid given an ordered pair, or identify the ordered pair for a point shown on the grid.	SMMA_LO_01057
		Ratios and Equations Targeted Lesson 29: Coordinates	
5.G.A.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.	Graph a set of ordered pairs from a table on a coordinate plane (Quadrant I).	SMMA_LO_01809
		Given a coordinate grid to represent outcomes of tossing a pair of number cubes, identify the point that represents a given pair of outcomes.	SMMA_LO_01218
		Interpret a line graph with time and temperature data, and add a point to line graph.	SMMA_LO_01324
		Given the survival needs for a bug, interpret a line graph with time and temperature data.	SMMA_LO_01325
		Graph a point on a coordinate grid (Quadrant I).	SMMA_LO_01735

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		Graph a set of ordered pairs from a table on a coordinate plane (Quadrant I).	SMMA_LO_01808
		Given a coordinate grid to represent outcomes of tossing a pair of number cubes, identify all points that represent the sum given for a pair of outcomes.	SMMA_LO_01219
5.G.B	Geometry: Classify two-dimensional figures into categories based on their properties.		
5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.	Identify the regular polygons.	SMMA_LO_00651
		Identify the true statement about a relationship among quadrilaterals.	SMMA_LO_00656
		Identify equilateral, isosceles, and scalene triangles.	SMMA_LO_00658