A Correlation of

enVision® Mathematics

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To the

Georgia Standards of Excellence 2015-2016
Mathematics
Grade 5

SAVVAS

A Correlation of enVision Mathematics, ©2020
to the Georgia Standards of Excellence 2015-2016 – Mathematics

Table of Contents

A Correlation of enVision Mathematics, ©2020
to the Georgia Standards of Excellence 2015-2016 – Mathematics

Georgia Standards of Excellence 2015-2016 Grade 5	enVision Mathematics, ©2020 Grade 5
Standards for Mathematical Practice	
Students are expected to:	
1. Make sense of problems and persevere in solving them. Students solve problems by applying their understanding of operations with whole numbers, decimals, and fractions including mixed numbers. They solve problems related to volume and measurement conversions. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?".	**enVision** Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice. **SE/TE:** 25–28, 53–56, 61–64, 65–68, 89–92, 93–96, 97–100, 101–104, 109–112, 113–116, 137–140, 149–152, 153–156, 161–164, 185–188
2. Reason abstractly and quantitatively. Fifth graders should recognize that a number represents a specific quantity. They connect quantities to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions that record calculations with numbers and represent or round numbers using place value concepts.	**enVision** Mathematics provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution. **SE/TE:** 13–16, 45–48, 49–52, 85–88, 105–108, 113–116, 133–136, 157–160, 197–200, 201–204, 205–208, 209–212, 229–232, 233–236, 237–240

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3. Construct viable arguments and critique the reasoning of others. In fifth grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain calculations based upon models and properties of operations and rules that generate patterns. They demonstrate and explain the relationship between volume and multiplication. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In **enVision** Mathematics, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others. **SE/TE:** 9–12, 13–16, 21–24, 25–28, 45–48, 49–52, 53–56, 57–60, 65–68, 81–84, 85–88, 89–92, 93–96, 97–100, 109–112
4. Model with mathematics. Students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, making a chart, list, or graph, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fifth graders should evaluate their results in the context of the situation and whether the results make sense. They also evaluate the utility of models to determine which models are most useful and efficient to solve problems.	Students using **enVision** Mathematics are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations. **SE/TE:** 5–8, 65–68, 89–92, 93–96, 101–104, 105–108, 109–112, 145–148, 161–164, 185–188, 193–196, 197–200, 241–244, 249–252, 277–280

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5. Use appropriate tools strategically. Fifth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use unit cubes to fill a rectangular prism and then use a ruler to measure the dimensions. They use graph paper to accurately create graphs and solve problems or make predictions from real world data.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. **SE/TE:** 5–8, 61–64, 81–84, 149–152, 189–192, 197–200, 237–240, 273–276, 293–296, 301–304, 353–356, 397–400, 401–404, 457–460, 473–476
6. Attend to precision. Students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to expressions, fractions, geometric figures, and coordinate grids. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the volume of a rectangular prism they record their answers in cubic units.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. **SE/TE:** 17–20, 21–24, 29–32, 105–108, 113–116, 133–136, 145–148, 161–164, 181–184, 249–252, 305–308, 309–312, 341–344, 349–352, 361–364
7. Look for and make use of structure. In fifth grade, students look closely to discover a pattern or structure. For instance, students use properties of operations as strategies to add, subtract, multiply and divide with whole numbers, fractions, and decimals. They examine numerical patterns and relate them to a rule or a graphical representation.	Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations. **SE/TE:** 5–8, 9–12, 13–16, 17–20, 25–28, 29–32, 61–64, 101–104, 129–132, 153–156, 181–184, 201–204, 229–232, 245–248, 297–300

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8. Look for and express regularity in repeated reasoning. Fifth graders use repeated reasoning to understand algorithms and make generalizations about patterns. Students connect place value and their prior work with operations to understand algorithms to fluently multiply multi-digit numbers and perform all operations with decimals to hundredths. Students explore operations with fractions with visual models and begin to formulate generalizations.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. **SE/TE:** 17–20, 29–32, 57–60, 133–136, 141–144, 145–148, 157–160, 281–284, 289–292, 301–304, 357–360, 413–416, 433–436, 489–492, 493–496
Operations and Algebraic Thinking 5.OA	
Write and interpret numerical expressions.	
MGSE5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	**SE:** 535, 537–540, 541–544, 549–552, Reteaching 555–556, Sets A, B, D **TE:** 535–535A, 537A–540B, 541A–544B, 549A–552B, Reteaching 555–556, Sets A, B, D
MGSE5.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 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	**SE:** 535, 536, 541–544, 545–548, Reteaching 556, Sets C, D **TE:** 535–535A, 536–536C, 541A–544B, 545A–548B, Reteaching 556, Sets C, D
Analyze patterns and relationships.	
MGSE5.OA.3 Generate two numerical patterns using a given rule. Identify apparent relationships between corresponding terms by completing a function table or input/output table. Using the terms created, form and graph ordered pairs on a coordinate plane.	**SE:** 591, 592, 593–596, 597–600, 601–604, 605–608, Reteaching 611–612, Sets A–D **TE:** 591–591A, 592–592C, 593A–596B, 597A–600B, 601A–604B, 605A–608B, Reteaching 611–612, Sets A–D

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Number and Operations in Base Ten 5.NBT	
Understand the place value system.	
MGSE5.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.	**SE:** 4, 9–12, 13–16, Reteaching 35, Sets B, C, 80, 81–84, Reteaching 119, Set A **TE:** 4–4C, 9A–12B, 13A–16B, Reteaching 35, Sets B, C, 80–80C, 81A–84B, Reteaching 119, Set A
MGSE5.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.	**SE:** 3, 5–8, Reteaching 35, Set A, 80, 81–84, Reteaching 119, Set A, 127–128, 129–132, Reteaching 167 Set A, 229–232, Reteaching 255, Set A, 267, 268, 501–504, 505–508, 509–512, Reteaching 527–528, Sets D–F **TE:** 3–3A, 5A–8B, Reteaching 35, Set A, 80–80C, 81A–84B, Reteaching 119, Set A, 127–128A, 129A–132B, Reteaching 167–168, Set A, 229A–232B, Reteaching 255–256, Set A,267–267A, 268–268C, 501A–504B, 505A–508B, 509A–512B, Reteaching 527–528, Sets D–F
MGSE5.NBT.3 Read, write, and compare decimals to thousandths.	**SE:** 3, 4, 13–16, 17–20, 21–24, 29–32, Reteaching 35–36, Sets C, D, F **TE:** 3–3A, 4–4C, 13A–16B, 17A–20B, 21A–24B, 29A–32B, Reteaching 35–36, Sets C, D, F
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).	**SE:** 3, 4, 13–16, 17–20, 29–32, Reteaching 35–36, Sets C, F **TE:** 3–3A, 4–4C, 13A–16B, 17A–20B, 29A–32B, Reteaching 35–36, Sets C, F
b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	**SE:** 4, 21–24, 29–32, Reteaching 36, Sets D, F **TE:** 4–4C, 21A–24B, 29A–32B, Reteaching 36, Sets D, F
MGSE5.NBT.4 Use place value understanding to round decimals up to the hundredths place.	**SE:** 4, 25–28, Reteaching 36, Set E, 45–48, 49–52, Reteaching 71, Set B **TE:** 4–4C, 25A–28B, Reteaching 36, Set E, 45A–48B, 49A–52B, Reteaching 71, Set B

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Perform operations with multi-digit whole numbers and with decimals to hundredths.	
MGSE5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm (or other strategies demonstrating understanding of multiplication) up to a 3 digit by 2 digit factor.	**SE:** 80, 85–88, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112, 113–116, Reteaching 119–120, Sets B–G, 487–488, 489–492, 493–496, 497–500, 513–516, 517–520, 521–524, Reteaching 527–528, Sets A, B, C, G, H **TE:** 80–80C, 85A–88B, 89A–92B, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, 113A–116B, Reteaching 119–120, Sets B–G, 487–488A, 489A–492B, 493A–496B, 497A–500B, 513A–516B, 517A–520B, 521A–524B, Reteaching 527–528, Sets A, B, C, G, H
MGSE5.NBT.6 Fluently divide up to 4-digit dividends and 2-digit divisors by using at least one of the following methods: 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 or concrete models. (e.g., rectangular arrays, area models)	**SE:** 179, 181–184, 185–188, 189–192, 193–196, 197–200, 201–204, 205–208, 209–212, Reteaching 215–218, Sets A–H, 487–488, 489–492, 493–496, 497–500, 513–516 **TE:** 179–179A, 181A–184B, 185A–188B, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, 209A–212B, Reteaching 215–218, Sets A–H, 487–488A, 489A–492B, 493A–496B, 497A–500B, 513A–516B
MGSE5.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.	**SE:** 43–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, Reteaching 71–72, Sets A–E, 79, 127–128, 129–132, 133–136, 137–140, 141–144, 145–148, 149–152, 153–156, 157–160, 161–164, Reteaching 167–170, Sets A–F, 229–232, 233–236, 237–240, 241–244, 245–248, 249–252, Reteaching 255–258, Sets A–F, 268 **TE:** 43–44A, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching 71–72, Sets A–E, 79–79A, 127–128A, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, 157A–160B, 161A–164B, Reteaching 167–170, Sets A–F, 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, 249A–252B, Reteaching 255–258, Sets A–F, 268–268C

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Number and Operations – Fractions 5.NF	
Use equivalent fractions as a strategy to add and subtract fractions.	
MGSE5.NF.1 Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators.	**SE:** 268, 269–272, 273–276, 277–280, 281–284, 285–288, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, Reteaching 319–322, Sets A–G **TE:** 268–268C, 269A–272B, 273A–276B, 277A–280B, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching 319–322, Sets A–G
MGSE5.NF.2 Solve word problems involving addition and subtraction of fractions, 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 + ½ = 3/7, by observing that 3/7 < ½.	**SE:** 268, 269–272, 272–276, 277–280, 281–284, 285–288, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, 313–316, Reteaching 319–322, Sets A–H, 427–428, 429–432, 433–436, 437–440, 441–444, Reteaching 448, Sets C, D **TE:** 268–268C, 269A–272B, 272A–276B, 277A–280B, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, 313A–316B, Reteaching 319–322, Sets A–H, 427–428A, 429A–432B, 433A–436B, 437A–440B, 441A–444B, Reteaching 448, Sets C, D
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	
MGSE5.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. *Example:* 3/5 *can be interpreted as "3 divided by 5 and as 3 shared by 5".*	**SE:** 384, 385–388, 389–392, Reteaching 419, Set A **TE:** 384–384C, 385A–388B, 389A–392B, Reteaching 419, Set A
MGSE5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	
a. Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction. *Examples:* $a/b \times q$ as $a/b \times q$ /1and $a/b \times c/d$ =ac/bd	**SE:** 331–332, 333–336, 337–340, 341–344, 345–348, 349–352, Reteaching 371–372, Sets A–D **TE:** 331–332A, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, Reteaching 371–372, Sets A–D

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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.	**SE:** 331–332, 353–356, Reteaching 372, Set E **TE:** 331–332A, 353A–356B, Reteaching 371–372, Set E
MGSE5.NF.5 Interpret multiplication as scaling (resizing), by:	
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. *Example: 4 x 10 is twice as large as 2 x 10.*	**SE:** 331–332, 361–364, Reteaching 373–374, Set G **TE:** 331–332A, 361A–364B, Reteaching 373–374, Set G
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.	**SE:** 361–364, Reteaching 373–374, Set G **TE:** 361A–364B, Reteaching 373–374, Set G
MGSE5.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.	**SE:** 333–336, 337–340, 357–360, 365–368, Reteaching 371, 373–374, Sets A, B, F, H, 384, 437–440 **TE:** 333A–336B, 337A–340B, 357A–360B, 365A–368B, Reteaching 371–374, Sets A, B, F, H, 384-384C, 437A–440B
MGSE5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	**SE:** 384 **TE:** 384–384C
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.	**SE:** 383, 401–404, 405–408, 413–416, Reteaching 419–420, Sets C, E **TE:** 383–383A, 401A–404B, 405A–408B, 413A–416B, Reteaching 419–420, Sets C, E

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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.	**SE:** 383, 393–396, 397–400, 405–408, 409–412, Reteaching 419–420, Sets B–D **TE:** 383–383A, 393A–396B, 397A–400B, 405A–408B, 409A–412B, Reteaching 419–420, Sets B–D
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?	**SE:** 383, 393–396, 397–400, 401–404, 405–408, 409–412, Reteaching 419–420, Sets B–D **TE:** 383–383A, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, Reteaching 419–420, Sets B–D
Measurement and Data 5.MD	
Convert like measurement units within a given measurement system.	
MGSE5.MD.1 Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric) (e.g., convert 5cm to 0.05m), and use these conversions in solving multi-step, real world problems.	**SE:** 487–488, 489–492, 493–496, 497–500, 501–504, 505–508, 509–512, 513–516, 517–520, 521–524, Reteaching 527–528, Sets A–H, 536 **TE:** 487–488A, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 509A–512B, 513A–516B, 517A–520B, 521A–524B, Reteaching 527–528, Sets A–H, 536–536C
Represent and interpret data.	
MGSE5.MD.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. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*	**SE:** 427–428, 429–432, 433–436, 437–440, 441–444, Reteaching 447–448, Sets A–C **TE:** 427–428A, 429A–432B, 433A–436B, 437A–440B, 441A-444B, Reteaching 447–448, Sets A–C

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Geometric Measurement: understand concepts of volume and relate volume to multiplication and division.	
MGSE5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	**SE:** 456 **TE:** 456–456C
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.	**SE:** 455, 457–460, 473–476, Reteaching 479, Set A **TE:** 455–455A, 457A–460B, 473A–476B, Reteaching 479, Set A
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.	**SE:** 457–460, 473–476, Reteaching 479, Set A **TE:** 457A–460B, 473A–476B, Reteaching 479, Set A
MGSE5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	**SE:** 456, 457–460, 461–464, 473–476 **TE:** 456–456C, 457A–460B, 461A–464B, 473A–476B
MGSE5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	**SE:** 455, 456, 457-460, 461-464, 465-468, 469-472, 473-477, Reteaching 480, Sets C, D **TE:** 455-455A, 456-456C, 457A-460B, 461A-464B, 465A-468B, 469A-472B, 473A-477B, Reteaching 480, Sets C, D
a. 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, e.g., to represent the associative property of multiplication.	**SE:** 456, 461–464, Reteaching 479, Set B **TE:** 456–456C, 461A–464B, Reteaching 479, Set B
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.	**SE:** 455, 461–464, Reteaching 479, Set B **TE:** 455–455A, 461A–464B, Reteaching 479, Set B

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c. 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.	**SE:** 455, 465–468, 469–472, Reteaching 480, Sets C, D **TE:** 455–455A, 465A–468B, 469A–472B, Reteaching 480, Sets C, D
Geometry 5.G	
Graph points on the coordinate plane to solve real-world and mathematical problems.	
MGSE5.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 (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).	**SE:** 563–564, 565–568, 569–572, 577–580, Reteaching 583–584, Sets A, B, C **TE:** 563–564A, 565A–568B, 569A–572B, 577A–580B, Reteaching 583–584, Sets A, B, C
MGSE5.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.	**SE:** 563–564, 569–572, 573–576, 577–580, Reteaching 583–584, Sets B, C, 592, 601–604, Reteaching 612, Set C **TE:** 563–564A, 569A–572B, 573A–576B, 577A–580B, Reteaching 583–584, Sets B, C, 592–592C, 601A–604B, Reteaching 612, Set C
Classify two-dimensional figures into categories based on their properties.	
MGSE5.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.*	**SE:** 619–620, 621–624, 625–628, 629–632, 633–636, Reteaching 639–640, Sets A–D **TE:** 619–620A, 621A–624B, 625A–628B, 629A–632B, 633A–636B, Reteaching 639–640, Sets A-D
MGSE5.G.4 Classify two-dimensional figures in a hierarchy based on properties (*polygons, triangles, and quadrilaterals*).	**SE:** 619–620, 621–624, 625–628, 629–632, 633–636, Reteaching 639–640, Sets B, C, D **TE:** 619–620A, 621A–624B, 625A–628B, 629A–632B, 633A–636B, Reteaching 639–640, Sets B, C, D