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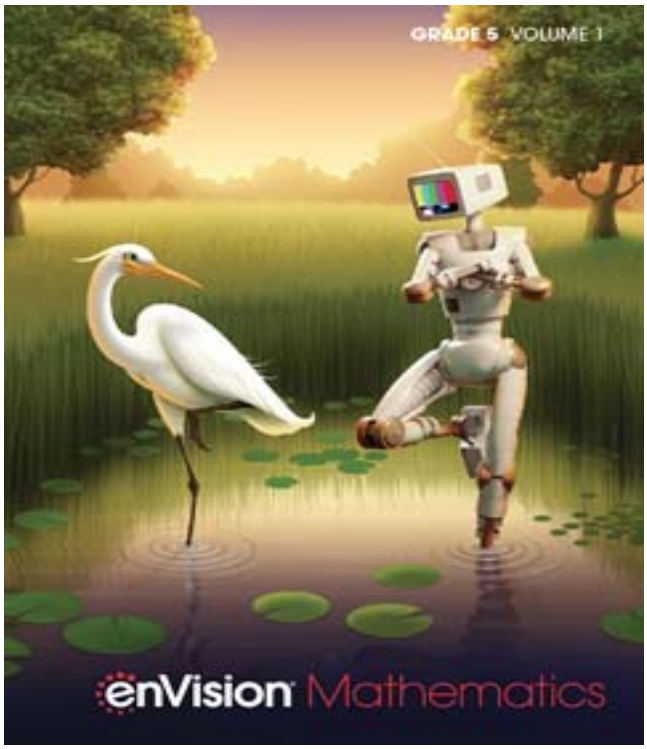

To the

Louisiana Student Standards for Mathematics 2017 Grade 5

Prepared by Savvas Learning Company, formerly Pearson K12 Learning

A Correlation of enVision Mathematics ©2020
to the Louisiana Student Standards for Mathematics 2017

Introduction

The new enVision® Mathematics ©2020 is the latest offering of the nationally recognized Grades K-12 series, created for print, digital, and blended instruction. Problem-Based Learning connects with Visual Learning to deep conceptual understanding. Interactive multimedia experiences engage learners in student choice and solving rich problems. Extensive customization and differentiation options empower every teacher and student.

UNDERSTANDING
A simple lesson design provides a clear, intentional pathway. Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways. High-interest math projects invite all students to be active participants.

A simple lesson design provides a clear, intentional pathway.

STEP 1 Problem-Based Learning
STEP 2 Visual Learning
STEP 3 Assess and Differentiate

ASSESSMENT
The enVision Assessment Suite offers options to move students toward mastery of state standards while driving instructional differentiation.

DIAGNOSTIC Assessment
Reading Test, Diagnostic Test (Math Diagnosis and Intervention System), Review What You Know
FORMATIVE Assessment
SCOUT Observational Assessment used during Solve & Share, Do You Understand? And Convince Me! Guide Practice, Quick Check
SUMMATIVE Assessment
Topic Assessments, Topic Performance Assessments, Examview Test Generator, Fluency Assessments, Cumulative/Benchmarks Assessments, Progress Monitoring Assessments

INSTRUCTIONAL SUPPORT
Gain a new perspective on your teaching with embedded strategies, methods, and a wide range of Professional Development opportunities in print and digital formats.

Ideas, Inspiration, and Teaching Methods
Math background for every Topic and Lesson serves as an easy-to-access math methods course.

Make every lesson perfect for you. Access all digital content, assessments, and management tools Realize.com.

Kids See the Math. Teachers See Results.

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Math Practices	
1. Make sense of problems and persevere in solving them.	**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 Realize.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. **Student's Edition and Teacher's Edition pages** 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.	**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. **Student's Edition and Teacher's Edition pages** 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.	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. **Student's Edition and Teacher's Edition pages** 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 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. **Student's Edition and Teacher's Edition pages** 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.	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. **Student's Edition and Teacher's Edition pages** 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 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. **Student's Edition and Teacher's Edition pages** 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

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7. Look for and make use of structure.	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. **Student's Edition and Teacher's Edition pages** 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
8. Look for and express regularity in repeated reasoning.	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. **Student's Edition and Teacher's Edition pages** 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

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Operations and Algebraic Thinking 5.OA	
A. Write and interpret numerical expressions.	
5.OA.A.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
5.OA.A.2 Write simple expressions that record calculations with whole numbers, fractions, and decimals, 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, 549-552, Reteaching: 556 Sets C, D **TE:** 535–535A, 536–536C, 541A–544B, 545A–548B, 549A-552B, Reteaching: 556 Sets C, D
B. 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. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*	**SE:** 591, 592, 593–596, 597–600, 601–604, 605–608, Reteaching: 611–612 Sets A–D **TE:** 591, 592, 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	
A. 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.	**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
5.NBT.A.2 Explain and apply patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain and apply patterns in the values of the digits in the product or the quotient, when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. For example, $10^0 = 1$, $10^1 = 10$...and $2.1 \times 10^2 = 210$	**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
5.NBT.A.3 Read, write, and compare decimals to thousandths.	**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
5.NBT.A.3.a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	**SE:** 3, 4, 13–16, 17–20, 29–32, Reteaching: 35–36 Sets C, F **TE:** 3, 4, 13A–16B, 17A–20B, 29A–32B, Reteaching: 35–36 Sets C, F
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.	**SE:** 4, 21–24, 29–32, Reteaching: 36 Sets D, F **TE:** 4–4C, 21A–24B, 29A–32B, Reteaching: 36 Sets D, F

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5.NBT.A.4 Use place value understanding to round decimals to any 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
B. 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.	**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
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, subtracting multiples of the divisor, and/or the relationship between multiplication and division. Illustrate and/or explain the calculation by using equations, rectangular arrays, area models, or other strategies based on place value.	**SE:** 179, 179, 181–184, 185–188, 189–192, 193–196, 197–200, 201–204, 205–208, 209–212, Reteaching: 215–218 Sets A–H **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

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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; justify the reasoning with a written explanation.	**SE:** 43–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, Reteaching: 71–72 Sets A–E; 79, 81-84, 85-88, 89-92, 93-96, 97-100, 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; 227-228, 229–232, 233–236, 237–240, 241–244, 245–248, 248–252, Reteaching: 255–258 Sets A–F **TE:** 43–44A, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching: 71–72 Sets A–E; 79–79A, 81A-84B, 85A-88B, 89A-92B, 93A-96B, 97A-100B, 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
Number and Operations—Fractions 5.NF	
A. 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.)*	**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, 272A–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
5.NF.A.2 Solve word problems involving addition and subtraction of fractions.	**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, Reteaching: 319–322 Sets A–H; 427–428A, 429A–432B, 433A–436B, 437A–440B, 441A–444B, Reteaching: 448 Sets C, D

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5.NF.A.2.a. 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.	**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, Reteaching: 319–322 Sets A–H; 427–428A, 429A–432B, 433A–436B, 437A–440B, 441A–444B, Reteaching: 448 Sets C, D
5.NF.A.2.b. 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.*	**SE:** 269-272, 286, 289-292, 300, Reteaching 319 Set A **TE:** 269A-272B, 286, 289A-292B, 300, Reteaching 319 Set A
B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	
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. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*	**SE:** 384, 385–388, 389–392, Reteaching: 419 Set A **TE:** 384–384C, 385A–388B, 389A–392B, Reteaching: 419 Set A

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5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	**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
5.NF.B.4.a. Interpret the product $(m/n) \times q$ as m parts of a partition of q into n equal parts; equivalently, as the result of a sequence of operations $m \times q \div n$. *For example, use a visual fraction model to show understanding and create a story context for (m/n) x q.*	**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
5.NF.B.4.b. Construct a model to develop understanding of the concept of multiplying two fractions and create a story context for the equation. {In general, (m/s) x (c/d) = (mc)/(nd).}	**SE:** 345–348, 349–352, 353-356, Reteaching: 372 Sets C–E **TE:** 345A–348B, 349A–352B, 353-356, Reteaching: 372 Sets C-E
5.NF.B.4.c. 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:** 331–332, 353A–356B, Reteaching: 372 Set E
5.NF.B.4.d. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	**SE:** 331–332, 353–356, Reteaching: 372 Set E **TE:** 331–332, 353A–356B, Reteaching: 372 Set E
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.	**SE:** 331–332, 361–364, Reteaching: 374 Set G **TE:** 331–332, 361A–364B, Reteaching: 374 Set G

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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).	**SE:** 361–364, Reteaching: 374 Set G **TE:** 361A–364B, Reteaching: 374 Set G
5.NF.B.5.c. Explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.	**SE:** 361–364, Reteaching: 374 Set G **TE:** 361A–364B, Reteaching: 374 Set G
5.NF.B.5.d. 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: 374 Set G **TE:** 361A–364B, Reteaching: 374 Set G
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.	**SE:** 333–336, 337–340, 357–360, 365–368, 371, Reteaching: 373–374 Sets A, B, F, H; 384, 437–440 **TE:** 333A–336B, 337A–340B, 357A–360B, 365A–368B, Reteaching: 373–374 Sets A, B, F, H; 384-384C, 437A–440B
5.NF.B.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
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.*	**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

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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.*	**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, 9A–412B, Reteaching: 419–420 Sets B–D
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?*	**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	
A. 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; 9 ft to 108 in).	**SE:** 487–488, 489–492, 93–496, 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
B. 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. *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
C. Geometric measurement: understand concepts of volume and relate volume to	

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multiplication and to addition.	
5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	**SE:** 456 **TE:** 455-456C
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.	**SE:** 455, 457–460, 473–476, Reteaching: 479 Set A **TE:** 455–455A, 457A–460B, 473A–476B, Reteaching: 479 Set A
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.	**SE:** 457–460, 473–476, Reteaching: 479 Set A **TE:** 457A–460B, 473A–476B, Reteaching: 479 Set A
5.MD.C.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, 457A–460B, 461A–464B, 473A–476B
5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	**SE:** 456, 461-464, Reteaching: 479 Set B **TE:** 456-456C, 461A-464B, Reteaching: 479 Set B
5.MD.C.5.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
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.	**SE:** 455, 461-464, Reteaching: 479 Set B; 461-464, Reteaching: 479 Set B **TE:** 455-455A, 461A-464B, Reteaching: 479 Set B

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5.MD.C.5.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	
A. 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).	**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
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.	**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

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B. Classify two-dimensional figures into categories based on their properties.	
5.G.B.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, 639–Reteaching: 640 Sets A–D
5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties. (Students will define a trapezoid as a quadrilateral with at least one pair of parallel sides.)	**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, 639–Reteaching: 640 Sets B, C, D