



**SuccessMaker<sup>®</sup>**

**Maryland College and Career-Ready Standards  
for Mathematics 2019  
Grade 5**

**Alignments to SuccessMaker  
Providing rigorous intervention  
for K-8 learners with unparalleled precision**

Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 5	SuccessMaker Item Description	Item ID
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 grid given an ordered pair, or identify the ordered pair for a point shown on the grid.	SMMA_LO_01057
		Find the coordinates for a point on a grid.	SMMA_LO_01077
		Identify a point on a coordinate grid given the ordered pair.	SMMA_LO_01092
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.	Identify a point on a coordinate grid given the ordered pair.	SMMA_LO_01092
		Find the amount of increase or decrease between two points in a line graph.	SMMA_LO_01178
		Read and interpret a line graph.	SMMA_LO_01206
		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
		Graph a set of ordered pairs from a table on a coordinate plane (Quadrant I).	SMMA_LO_01808
		R: 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
		R: Find the coordinates for a point on a grid.	SMMA_LO_01077
		R: Create a line graph using data from a table.	SMMA_LO_01697
R: Create a line graph.	SMMA_LO_01771		
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
5.MD.A.1	Convert among different-sized standard measurement units	Add metric measurements with unlike units and express the sum in terms of the smaller unit.	SMMA_LO_00168

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	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 larger unit.	SMMA_LO_00172
		Convert customary units of length (inches, feet, and yards).	SMMA_LO_00791
		Convert customary units of capacity (cups, pints, quarts, and gallons).	SMMA_LO_00796
		Convert between customary units of weight (ounces and pounds).	SMMA_LO_00797
		Compare unlike customary units of weight and identify the correct statement (ounces and pounds).	SMMA_LO_00801
		Convert metric units of length (mm, cm, m, and km; whole numbers).	SMMA_LO_00814
5.MD.C.3a	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
		R: Determine if the perimeter, area, or volume is needed to solve the problem.	SMMA_LO_00826
5.MD.C.3b	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
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
5.MD.C.5a	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 three-fold 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
5.MD.C.5b	Apply the formulas $V = (l)(w)(h)$ and $V = (b)(h)$ 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.	Determine the volume of a box given the height, width, and length (60 to 480 customary or metric cubic units).	SMMA_LO_00174
		Compute the volume of right rectangular prisms using formulas.	SMMA_LO_02043

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5.MD.C.5c	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.	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
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
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 zeros of the product and in the placement of the decimal point when multiplying a number by powers of ten.	SMMA_LO_02046
		R: Multiply whole numbers (multiples of 10 or 100).	SMMA_LO_00911
5.NBT.A.3	Read, write, and compare decimals to thousandths.	R: Enter a decimal number on a number line (1.11 to 9.89).	SMMA_LO_00213
		R: Find the missing decimal number on a number line (1.0 to 9.89).	SMMA_LO_00215
5.NBT.A.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (110) + 9 \times (1100) + 2 \times (11000)$	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 name (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
		R: Identify the decimal number with a 0 to 9 in the tenths or hundredths place.	SMMA_LO_00202
		R: Match a decimal number to a model (thousandths).	SMMA_LO_00242
5.NBT.A.3b	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
		Order three decimals from least to greatest (to thousandths).	SMMA_LO_00236
		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

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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
5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	Multiply whole numbers (products 10,000 x 2 to 99,999 x 9).	SMMA_LO_00900
		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
		Estimate the product of two numbers (factors 101 to 949).	SMMA_LO_00912
		Estimate the missing factor in a number sentence (round to the nearest ten, products 2,010 to 81,090).	SMMA_LO_00913
		Multiply one- to five-digit whole numbers by powers of ten (10 to 100,000).	SMMA_LO_01078
		Estimate the product by rounding each factor (a two-digit number by a three-digit number)	SMMA_LO_01622
		R: Estimate the product of three factors (1,000 to 350,000).	SMMA_LO_01099
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).	SMMA_LO_00291
		Divide (combinations 6 x 20 to 9 x 90).	SMMA_LO_00293
		Multiply multiples of 10 using mental math (20 x 20 to 90 x 90).	SMMA_LO_00299
		Find the missing dividend or divisor (combinations 20 x 20 to 90 x 90).	SMMA_LO_00303
		R: Choose the best estimate for a long division problem (three-digit dividends, two-digit divisors).	SMMA_LO_00315
		R: Estimate the sum, difference, product or quotient to solve a problem in context (round to the nearest thousand).	SMMA_LO_01109

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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; 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
		Find the missing factor and quotient in two related number sentences (products $0.2 \times 2$ to $0.9 \times 5$ ).	SMMA_LO_00219
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.	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 ( $0.02 \times 2$ to $0.09 \times 5$ ).	SMMA_LO_00221
		Multiply two decimals or multiply a decimal by a whole number (tenths to hundredths).	SMMA_LO_00223
		Multiply decimals displayed horizontally ( $0.2 \times 0.6$ to $0.9 \times 0.12$ ).	SMMA_LO_00232
		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 ( $0.3 \times 0.3$ to $0.9 \times 0.09$ ).	SMMA_LO_00245
		Divide decimals ( $0 \times 2$ to $2 \times 5$ ).	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 perimeter of a polygon (decimal numbers, metric units).	SMMA_LO_00790

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		Measure the amount of rainfall for the week; then complete the chart and determine the total amount of rainfall for the month.	SMMA_LO_01327
		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
		Identify the rule for an iterative pattern.	SMMA_LO_01840
		R: Add two decimal numbers (tenths, sums 1.0 to 2.0, regrouping).	SMMA_LO_00192
		R: Add two decimal numbers using mental math (sums 1.1 to 9.9, no regrouping).	SMMA_LO_00193
		R: Add two decimal numbers using mental math (sums 10.1 to 99.9, no regrouping).	SMMA_LO_00196
		R: Subtract decimal numbers (minuends 2.0 to 9.9, subtrahends 0.1 to 0.9, regrouping).	SMMA_LO_00198
		R: Add decimal numbers (sums less than 10.0, regrouping).	SMMA_LO_00199
		R: Add two decimal numbers (sums 1.0 to 98.9, regrouping).	SMMA_LO_00201
		R: Subtract decimal numbers (minuends and subtrahends 0.1 to 99.9, with or without regrouping).	SMMA_LO_00203
		R: Identify the best estimate of a sum, difference, or product.	SMMA_LO_00231
		R: Identify the best estimate for a quotient (decimal divided by a whole number).	SMMA_LO_00238
		R: Identify the probable error in a multiplication calculation with decimals.	SMMA_LO_00250
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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ . (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$ .)	Subtract a fraction from 1; simplify (halves to sixteenths).	SMMA_LO_00464
		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 (like denominators).	SMMA_LO_00484
		Determine the equivalent fractions using the least common denominator of two given fractions.	SMMA_LO_00494

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		Add mixed numbers; simplify if necessary (unlike denominators).	SMMA_LO_00499
		Subtract mixed numbers; simplify if necessary (unlike denominators).	SMMA_LO_00500
		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
		Add two fractional parts of whole numbers in context.	SMMA_LO_01640
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..	Estimate the sum, product, or quotient in problems with fractions.	SMMA_LO_01095
		Subtract two fractions from a whole within a context.	SMMA_LO_01634
		Use addition to find an equivalent fraction for $\frac{1}{2}$ .	SMMA_LO_01706
		Estimate the difference of two fractions.	SMMA_LO_01707
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 $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$ . 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?	Model a division word problem that results in a rational quotient; then express the word problem with an equation.	SMMA_LO_02047

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5.NF.B.4a	Interpret the product $(a/b) \times q$ as a parts 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
5.NF.B.4b	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
5.NF.B.5a	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.5b	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
		R: Multiply mixed numbers; simplify if necessary.	SMMA_LO_00501

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5.NF.B.7a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $1/12 \times 4 = 1/3$ .	Model the division of a unit fraction by a nonzero whole number, and compute the quotient.	SMMA_LO_02052
5.NF.B.7b	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div 1/5 = 20$ because $20 \times 1/5 = 4$ .	Divide a whole number by a fraction; simplify if necessary.	SMMA_LO_01787
5.NF.B.7c	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 unit fractions by nonzero whole numbers and division of whole numbers by unit fractions.	SMMA_LO_02053
		Use models to solve real-world problems involving division of unit fractions by nonzero whole numbers.	SMMA_LO_02156
5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Evaluate an expression using the order of operations.	SMMA_LO_01091

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