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To the

**New Jersey Curricular Framework Mathematics
Grade 5**

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New Jersey Curricular Framework Mathematics, Grade 5	enVisionmath2.0 ©2016 Grade 5 Lessons
Unit 1 Grade 5 Understanding the Place Value System	
Unit Focus: <ul style="list-style-type: none"> • Write and interpret numerical expressions • Understand the place value system • Perform operations with multi-digit whole numbers and with decimals to hundredths 	
● 5.OA.A.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 13-5
● 5.OA.A.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i>	Lesson 13-3, Lesson 13-4, Lesson 13-5
■ 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.	Lesson 1-2, Lesson 1-3
■ 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.	Lesson 1-1, Lesson 3-1, Lesson 4-1, Lesson 6-1, Lesson 11-4, Lesson 11-5, Lesson 11-6

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Unit 1 Grade 5 Understanding the Place Value System	
<p>■ 5.NBT.B.5. Fluently multiply multi-digit whole numbers using the standard algorithm. *(benchmarked)</p>	Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-7, Lesson 11-8
<p>■ 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.</p>	Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 5-5, Lesson 5-6, Lesson 5-7, Lesson 5-8, Lesson 11-1, Lesson 11-2, Lesson 11-3
<p>■ 5.NBT.A.3. Read, write, and compare decimals to thousandths.</p>	Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-7
<p>■ 5.NBT.A.3a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p>	Lesson 1-3, Lesson 1-4, Lesson 1-7
<p>■ 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.</p>	Lesson 1-5, Lesson 1-7
<p>■ 5.NBT.A.4. Use place value understanding to round decimals to any place.</p>	Lesson 1-6, Lesson 2-2

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Unit 2 Grade 5 Understanding Volume and Operations on Fractions	
Unit Focus:	
<ul style="list-style-type: none"> • Understand concepts of volume • Perform operations with multi-digit whole numbers and with decimals to hundredths • Use equivalent fractions as a strategy to add and subtract fractions • Apply and extend previous understandings of multiplication and division 	
■ 5.MD.C.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	Lesson 10-1, Lesson 10-6
■ 5.MD.C.3a Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit”	Lesson 10-1, Lesson 10-6
■ 5.MD.C.3b. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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	Lesson 10-1, Lesson 10-6
■ 5.MD.C.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units.	Lesson 10-1, Lesson 10-2, Lesson 10-6
■ 5.MD.C.5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	Lesson 10-2, Lesson 10-3, Lesson 10-4, Lesson 10-5

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Unit 2 Grade 5 Understanding Volume and Operations on Fractions	
<p>■ 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 threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p>	Lesson 10-2, Lesson 10-3
<p>■ 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.</p>	Lesson 10-4, Lesson 10-5
<p>■ 5.NBT.B.5. Fluently multiply multi-digit whole numbers using the standard algorithm. *(benchmarked)</p>	Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-7, Lesson 11-8
<p>■ 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. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ (in general, $a/b + c/d = (ad + bc)/bd$).</i></p>	Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 7-7, Lesson 7-8, Lesson 7-9, Lesson 7-10, Lesson 7-11

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Unit 2 Grade 5 Understanding Volume and Operations on Fractions	
<p>■ 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. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p>	Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 7-7, Lesson 7-8, Lesson 7-9, Lesson 7-10, Lesson 7-11, Lesson 7-12, Lesson 12-3, Lesson 12-4
<p>■ 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. <i>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?</i></p>	Lesson 9-1, Lesson 9-2
<p>■ 5.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>	Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4, Lesson 8-5

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Unit 2 Grade 5 Understanding Volume and Operations on Fractions	
<p>■ 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, $(a/b) \times (c/d) = ac/bd$.)</p>	Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4, Lesson 8-5
<p>■ 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.</p>	Lesson 8-6

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Unit 3 Grade 5 More Operations on Fractions	
Unit Focus:	
<ul style="list-style-type: none"> • Apply and extend previous understandings of multiplication and division • Understand the place value system • Perform operations with multi-digit whole numbers and with decimals to hundredths • Convert like measurement units within a given measurement system 	
<p>■ 5.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>	Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4, Lesson 8-5
<p>■ 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.</p>	Lesson 8-6
<p>■ 5.NF.B.5. Interpret multiplication as scaling (resizing), by: 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.</p>	Lesson 8-8, Lesson 8-9

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Unit 3 Grade 5 More Operations on Fractions	
<p>■ 5.NF.B.5. Interpret multiplication as scaling (resizing), by: 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.</p>	Lesson 8-8, Lesson 8-9
<p>■ 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.</p>	Lesson 8-1, Lesson 8-2, Lesson 8-7, Lesson 8-9, Lesson 12-3, Lesson 12-4
<p>■ 5.NF.B.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. *(benchmarked)</p>	Lesson 9-3, Lesson 9-4, Lesson 9-5, Lesson 9-6, Lesson 9-7, Lesson 9-8
<p>■ 5.NF.B.7a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>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 $(1/12) \times 4 = 1/3$.</i></p>	Lesson 9-5, Lesson 9-6, Lesson 9-8


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Unit 3 Grade 5 More Operations on Fractions	
<p>■ 5.NF.B.7b. Interpret division of a whole number by a unit fraction, and compute such quotients. <i>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 $20 \times (1/5) = 4$.</i></p>	Lesson 9-3, Lesson 9-4, Lesson 9-6, Lesson 9-8
<p>■ 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. <i>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?</i></p>	Lesson 9-3, Lesson 9-4, Lesson 9-5, Lesson 9-6, Lesson 9-7, Lesson 9-8
<p>■ 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.</p>	Lesson 1-1, Lesson 3-1, Lesson 4-1, Lesson 6-1, Lesson 11-4, Lesson 11-5, Lesson 11-6
<p>■ 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. *(benchmarked)</p>	Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-5, Lesson 2-6, Lesson 2-7, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 4-7, Lesson 4-8, Lesson 4-9, Lesson 4-10, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5, Lesson 6-6, Lesson 6-7, Lesson 6-8, Lesson 6-9

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<p>Unit 3 Grade 5 More Operations on Fractions</p>	
<p> 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.</p>	<p>Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-4, Lesson 11-5, Lesson 11-6, Lesson 11-7, Lesson 11-8</p>

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Unit 4 Grade 5 Coordinate Geometry and Classifying Figures	
Unit Focus:	
<ul style="list-style-type: none"> • Graph points on the coordinate plane to solve real-world and mathematical problems • Analyze patterns and relationships • Classify two dimensional figures into categories based on their properties • Represent and interpret data • Perform operations with multi-digit whole numbers and with decimals to hundredths • Apply and extend previous understanding of multiplication and division 	
<ul style="list-style-type: none"> ○ 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). 	Lesson 14-1, Lesson 14-2, Lesson 14-3, Lesson 14-4
<ul style="list-style-type: none"> ○ 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. 	Lesson 14-3, Lesson 14-4, Lesson 15-3

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Unit 4 Grade 5 Coordinate Geometry and Classifying Figures	
<p>○ 5.OA.A.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. <i>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.</i></p>	Lesson 15-1, Lesson 15-2, Lesson 15-3, Lesson 15-4
<p>○ 5.G.B.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p>	Lesson 16-1, Lesson 16-2, Lesson 16-3, Lesson 16-4
<p>○ 5.G.B.4. Classify two-dimensional figures in a hierarchy based on properties.</p>	Lesson 16-1, Lesson 16-2, Lesson 16-3, Lesson 16-4
<p>□ 5.MD.B.2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>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.</i></p>	Lesson 12-1, Lesson 12-2, Lesson 12-3, Lesson 12-4

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Unit 4 Grade 5 Coordinate Geometry and Classifying Figures	
<p>■ 5.NBT.B.5. Fluently multiply multi-digit whole numbers using the standard algorithm. *(benchmarked)</p>	<p>Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-7, Lesson 11-8</p>
<p>■ 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. *(benchmarked)</p>	<p>Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-5, Lesson 2-6, Lesson 2-7, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 4-7, Lesson 4-8, Lesson 4-9, Lesson 4-10, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5, Lesson 6-6, Lesson 6-7, Lesson 6-8, Lesson 6-9</p>
<p>■ 5.NF.B.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. *(benchmarked)</p>	<p>Lesson 9-3, Lesson 9-4, Lesson 9-5, Lesson 9-6, Lesson 9-7, Lesson 9-8</p>
<p>■ 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. <i>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?</i></p>	<p>Lesson 9-3, Lesson 9-4, Lesson 9-5, Lesson 9-6, Lesson 9-7, Lesson 9-8</p>

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Standards for Mathematical Practice	enVisionmath2.0 ©2016 Grade 5 Lessons
MP.1 Make sense of problems and persevere in solving them.	<p>SE/TE: Lesson 1-1, Lesson 1-4, Lesson 1-5, Lesson 1-7, Lesson 2-3, Lesson 2-5, Lesson 2-6, Lesson 2-7, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 4-6, Lesson 4-7, Lesson 4-8, Lesson 4-9, Lesson 4-10, Lesson 5-3, Lesson 5-4, Lesson 5-5, Lesson 5-6, Lesson 5-7, Lesson 5-8, Lesson 6-2, Lesson 6-4, Lesson 6-5, Lesson 6-8, Lesson 6-9, Lesson 7-2, Lesson 7-3, Lesson 7-5, Lesson 7-6, Lesson 7-7, Lesson 7-8, Lesson 7-11, Lesson 7-12, Lesson 8-5, Lesson 8-6, Lesson 8-7, Lesson 8-9, Lesson 9-1, Lesson 9-2, Lesson 9-4, Lesson 9-6, Lesson 9-7, Lesson 10-2, Lesson 10-3, Lesson 10-4, Lesson 10-6, Lesson 11-6, Lesson 11-7, Lesson 11-8, Lesson 12-1, Lesson 12-2, Lesson 12-3, Lesson 12-4, Lesson 13-2, Lesson 13-5, Lesson 14-2, Lesson 14-3, Lesson 14-4, Lesson 15-3, Lesson 15-4, Lesson 16-1, Lesson 16-2, Lesson 16-4</p>

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MP.2 Reason abstractly and quantitatively.	<p>SE/TE: Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-6, Lesson 2-1, Lesson 2-2, Lesson 2-4, Lesson 2-6, Lesson 2-7, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 4-1, Lesson 4-2, Lesson 4-4, Lesson 4-7, Lesson 4-8, Lesson 4-9, Lesson 4-10, Lesson 5-1, Lesson 5-3, Lesson 5-4, Lesson 5-5, Lesson 5-6, Lesson 5-7, Lesson 5-8, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-6, Lesson 6-7, Lesson 6-9, Lesson 7-1, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 7-7, Lesson 7-8, Lesson 7-9, Lesson 7-10, Lesson 7-11, Lesson 7-12, Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4, Lesson 8-5, Lesson 8-6, Lesson 8-7, Lesson 8-8, Lesson 8-9, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-4, Lesson 9-5, Lesson 9-7, Lesson 9-8, Lesson 10-1, Lesson 10-2, Lesson 10-3, Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 11-1, Lesson 11-2, Lesson 11-4, Lesson 11-5, Lesson 11-6, Lesson 11-7, Lesson 11-8, Lesson 12-1, Lesson 12-2, Lesson 12-3, Lesson 12-4, Lesson 13-1, Lesson 13-3, Lesson 13-4, Lesson 13-5, Lesson 14-2, Lesson 14-3, Lesson 14-4, Lesson 15-1, Lesson 15-2, Lesson 15-4, Lesson 16-1, Lesson 16-2, Lesson 16-3, Lesson 16-4</p>

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<p>MP.3 Construct viable arguments and critique the reasoning of others.</p>	<p>SE/TE: Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-5, Lesson 2-6, Lesson 2-7, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 4-1, Lesson 4-3, Lesson 4-5, Lesson 4-8, Lesson 4-9, Lesson 5-1, Lesson 5-2, Lesson 5-4, Lesson 5-5, Lesson 5-6, Lesson 5-8, Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-6, Lesson 6-7, Lesson 6-8, Lesson 6-9, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 7-7, Lesson 7-8, Lesson 7-9, Lesson 7-10, Lesson 7-11, Lesson 7-12, Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-5, Lesson 8-6, Lesson 8-7, Lesson 8-9, Lesson 9-1, Lesson 9-2, Lesson 9-5, Lesson 9-8, Lesson 10-2, Lesson 10-5, Lesson 10-6, Lesson 11-4, Lesson 11-5, Lesson 11-7, Lesson 12-3, Lesson 12-4, Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 13-4, Lesson 13-5, Lesson 14-1, Lesson 14-2, Lesson 15-1, Lesson 15-2, Lesson 15-3, Lesson 16-1, Lesson 16-2, Lesson 16-3, Lesson 16-4</p>

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- ▣ Supporting Clusters
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MP.4 Model with mathematics.	SE/TE: Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-5, Lesson 2-6, Lesson 2-7, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 4-3, Lesson 4-5, Lesson, 4-6, Lesson 4-10, Lesson 5-3, Lesson 5-4, Lesson 5-5, Lesson 5-7, Lesson 5-8, Lesson 6-1, Lesson 6-3, Lesson 6-4, Lesson 6-5, Lesson 6-7, Lesson 6-9, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-7, Lesson 7-9, Lesson 7-10, Lesson 7-11, Lesson 7-12, Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4, Lesson 8-5, Lesson 8-7, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-4, Lesson 9-5, Lesson 9-6, Lesson 9-7, Lesson 9-8, Lesson 10-2, Lesson 10-3, Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 11-1, Lesson 11-3, Lesson 11-8, Lesson 12-4, Lesson 13-1, Lesson 13-3, Lesson 13-5, Lesson 14-1, Lesson 14-4, Lesson 15-1, Lesson 15-2, Lesson 15-3, Lesson 16-1, Lesson 16-3
MP.5 Use appropriate tools strategically.	SE/TE: Lesson 1-1, Lesson 2-3, Lesson 2-6, Lesson 3-1, Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 5-3, Lesson 6-3, Lesson 7-3, Lesson 7-7, Lesson 7-9, Lesson 8-6, Lesson 9-4, Lesson 9-5, Lesson 10-1, Lesson 10-6, Lesson 11-3, Lesson 11-4, Lesson 12-1, Lesson 13-1, Lesson 14-1, Lesson 14-2, Lesson 14-4, Lesson 15-1, Lesson 15-4, Lesson 16-3

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MP.6 Attend to precision.	SE/TE: Lesson 1-1, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 1-7, Lesson 2-1, Lesson 3-1, Lesson 3-6, Lesson 3-7, Lesson 4-2, Lesson 4-4, Lesson 4-5, Lesson 4-7, Lesson 4-9, Lesson 4-10, Lesson 5-1, Lesson 5-3, Lesson 5-4, Lesson 5-8, Lesson 6-7, Lesson 6-8, Lesson 6-9, Lesson 7-6, Lesson 7-10, Lesson 7-11, Lesson 8-1, Lesson 8-3, Lesson 8-4, Lesson 8-5, Lesson 8-6, Lesson 8-9, Lesson 9-2, Lesson 9-7, Lesson 10-2, Lesson 11-1, Lesson 11-3, Lesson 11-7, Lesson 11-8, Lesson 12-1, Lesson 12-2, Lesson 12-4, Lesson 13-2, Lesson 13-5, Lesson 14-1, Lesson 14-2, Lesson 14-3, Lesson 15-4, Lesson 16-2, Lesson 16-4
MP.7 Look for and make use of structure.	SE/TE: Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 2-5, Lesson 2-6, Lesson 3-1, Lesson 3-3, Lesson 3-4, Lesson 4-1, Lesson 4-7, Lesson 4-9, Lesson 5-1, Lesson 5-2, Lesson 5-5, Lesson 5-6, Lesson 5-8, Lesson 6-1, Lesson 6-5, Lesson 6-7, Lesson 7-2, Lesson 7-4, Lesson 7-5, Lesson 7-8, Lesson 7-10, Lesson 8-1, Lesson 8-8, Lesson 9-3, Lesson 10-1, Lesson 10-3, Lesson 10-4, Lesson 10-6, Lesson 11-4, Lesson 11-5, Lesson 11-6, Lesson 12-1, Lesson 13-2, Lesson 13-4, Lesson 14-3, Lesson 14-4, Lesson 15-1, Lesson 15-2, Lesson 15-3, Lesson 16-3, Lesson 16-4

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<p>MP.8 Look for and express regularity in repeated reasoning.</p>	<p>SE/TE: Lesson 1-7, Lesson 2-1, Lesson 2-4, Lesson 2-5, Lesson 2-6, Lesson 3-3, Lesson 4-2, Lesson 4-4, Lesson 4-5, Lesson 4-8, Lesson 4-9, Lesson 5-1, Lesson 5-4, Lesson 5-5, Lesson 6-3, Lesson 6-4, Lesson 6-7, Lesson 6-8, Lesson 7-1, Lesson 7-4, Lesson 7-6, Lesson 7-9, Lesson 8-7, Lesson 9-5, Lesson 9-6, Lesson 9-8, Lesson 10-3, Lesson 10-5, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-5, Lesson 11-7, Lesson 12-2, Lesson 13-3, Lesson 14-2, Lesson 15-2, Lesson 16-2</p>

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