Standard	Assessment Anchor	Learning Goals/Concepts	Eligible Content	Student Performance Objectives	Resources/Activities	Terminology
2.1.5.B.1	M05.A-T.1	Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers.	Demonstrate that in a multi-digit number, a digit in one place represents 1/10 of what it represents in the place to its left. Ex. Recognize that in the number 770, the 7 in the tens place is 1/10 the 7 in the hundreds place. 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. Ex. $4 \times 10^{2} = 400$ Ex. $0.05 \div 10^{3} = 0.00005$	Students will be able to read, write, and represent numbers through hundred millions. Students will be able to describe relationships between two place-value positions. Students will be able to use an exponent to show powers of 10. Students will be able to compute multiplication problems using various methods involving whole numbers.	Go Math! Lesson 1.1 GM Lesson 1.2 GM Lesson 1.3 *AND/OR* Harcourt Ch 6, Lesson5 Harcourt Ch 6, Lesson 6 GM Lesson 1.4 GM Lesson 1.5 GM Lesson 1.6 GM Lesson 1.7 GM Lesson 1.8 GM Lesson 1.9 GM Lesson 1.10 GM Lesson 1.11 GM Lesson 1.12	period Distributive Propery Associative Property Commutative Property Commutative Property Identity Property exponent base
2.1.5.B.2	M05.A-T.2	Extend an understanding of operations with whole numbers to perform operations including decimals.	Multiply whole-digit numbers (not to exceed three-digit by three-digit).	Students will be able to know in what order operations need to be evaluated to find a solution to a problem.		inverse operations numerical expression
2.2.5.A.1	M05.B-0.1	Interpret and evaluate numerical expressions using order or operations.	Use multiple grouping symbols (parenthesis, brackets, or braces) in numerical expressions and evaluate expressions containing these symbols. Write simple expressions that model calculations with numbers and interpret numerical expressions without evaluating them. Ex. Express that calculation "add 8 and 7, then multiply 2" as 2 x (8 + 7). Ex. Recognize that 3 x (18,932 + 921) is three times as large as 18,932 + 921 without having to calculate the indicated sum or product. sum or product.	Make sense of and persevere in solving complex and novel mathematical problems. Students will be able to communicate and apply appropriate mathematical vocabulary in daily calculations and problem solving. Students will be able to recite from memory and with fluency, basic multiplication facts.		order of operations evaulate estimate round factor product

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2.1.5.B.2	M05.A-T.2	Extend an understanding of operations with whole numbers to perform operations including decimals. numbers.	Find whole-number quotients of whole numbers with up to 4-digit dividends and 2-digit divisors. Add, subtract, multiply, divide decimals to hundredths (no divisors with decimals). Read and write decimal to thousandths using base-ten numerals, word form, and expanded form. Ex. 347.392 = 300 + 40 + 7 + .3 + .09 + .002 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (0.1) + 9 x (0.01) + 2 x (0.001) Compare two decimals to thousandths based on meanings of the digits in each place using >, =, and < symbols. Round decimals to any place (limit rounding to ones, tenths, hundredths, or thousandths place).	Students will be able to divide by 2-digit divisors by using partial products, base ten blocks, and compatible numbers involving whole numbers and decimals. Students will be able to read, write, compare, and round decimals to the thousandths. Students will be able to add whole numbers and decimals. Students will be able to compute multiplication problems using various methods involving whole numbers and decimals.	Go Math! Lesson 2.1 GM Lesson 2.2 GM Lesson 2.3 GM Lesson 2.4 GM Lesson 2.5 GM Lesson 2.6 GM Lesson 2.7 GM Lesson 2.8 GM Lesson 2.9 CC 1 Common Assessment Checkpoint #1 GM Lesson 3.1 GM Lesson 3.2 GM Lesson 3.3 GM Lesson 3.4 GM Lesson 3.5 GM Lesson 3.6 GM Lesson 3.7 GM Lesson 3.8 GM Lesson 3.9 GM Lesson 3.10 GM Lesson 3.11 GM Lesson 4.1 GM Lesson 4.2 GM Lesson 4.3 GM Lesson 4.4 GM Lesson 4.5 GM Lesson 4.6 GM Lesson 4.7 GM Lesson 4.8	pattern divisor quotient remainder compatible numbers decimal decimal point tenths hundredths thousandths sequence term benchmark
2.2.5.A.1	M05.B-0.1	Interpret and evaluate numerical expressions using order or operations.	Use multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluate expressions containing these symbols.	Students will be able to know in what order operations need to be evaluated to find a solution to a problem.		

Standard	Assessment Anchor	Learning Goals/Concepts	Eligible Content	Student Performance Objectives	Resources/Activities	Terminology
			Write simple expressions that model calculations with numbers and interpret numerical expressions without evaluating them. Ex. Express that calculation "add 8 and 7, then multiply 2" as 2 x (8 + 7). Ex. Recognize that 3 x (18,932 + 921) is three times as large as 18,932 + 921 without having to calculate the indicated sum or product. Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules. Ex. Given two patterns in which the first pattern follows the rule "add 8" and the second pattern follows the rule "add 2," observe that the terms in in the first pattern are 4 times the size of the terms in the second pattern.	Students will be able to make sense of and persevere in solving complex and novel mathematical problems. Students will be able to communicate and apply appropriate mathematical vocabulary in daily calculations and problem solving. Students will be able to recite from memory and with fluency, basic multiplication facts.	GM Lesson 5.1 GM Lesson 5.2 GM Lesson 5.3 GM Lesson 5.4 GM Lesson 5.5 GM Lesson 5.6 GM Lesson 5.7 GM Lesson 5.8	
				Recommended Time Frame = 80 days		

Standard	Assessment Anchor	Learning Goals/Concepts	Eligible Content	Student Performance Objectives	Resources/Activities	Terminology
2.1.5.C.1	M05.A-F.1	Use the understanding of equivalency to add/subtract fractions.	Add/subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.) Ex. 2/3 + 5/4 = 8/12 + 15/12 = 23/12	Students will be able to use a common denominator to add and subtract fractions and mixed numbers.	Go Math! Lesson 6.1 GM Lesson 6.2 GM Lesson 6.3 GM Lesson 6.4 GM Lesson 6.5 GM Lesson 6.6 GM Lesson 6.7 GM Lesson 6.8 GM Lesson 6.9 GM Lesson 6.10	numerator denominator fraction simplest form least common denominator equivalent fractions
2.1.5.C.2	M05.A-F.2	Apply and extend previous understandings of multiplication/division to multiply and divide fractions.	Solve word-problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers). Multiply a fraction by a fraction (including mixed number). Demonstrate an understanding of multiplication as scaling (resizing). Ex. Compare the size of a product to the size of the other factor without performing the indicated multiplication. Ex. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication of 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. Divide unit fractions by whole numbers and whole numbers by unit fractions.	Students will be able to find the product of two fractions including mixed numbers. Students will be able to divide fractions by solving a related multiplication sentence.	GM Lesson 7.1 GM Lesson 7.2 GM Lesson 7.3 GM Lesson 7.4 CC 2 Common Assessment Checkpoint # 1 GM Lesson 7.5 GM Lesson 7.6 GM Lesson 7.7 GM Lesson 7.8 GM Lesson 7.9 GM Lesson 7.10 GM Lesson 8.1 GM Lesson 8.2 GM Lesson 8.3 GM Lesson 8.4 GM Lesson 8.5	renaming mixed number
				Recommended Time Frame = 50 days		

Standard	Assessment Anchor	Learning Goals/Concepts	Eligible Content	Student Performance Objectives	Resources/Activities	Terminology
2.4.5.A.4	M05.D-M.2	Solve problems involving computation of fractions using information provided in a line plot.	Solve problems involving computation of fractions by using information presented in line plots.	Students will be able to use a line plot to find an average with data given in fractions.	Go Math! Lesson 9.1	data line plot
2.3.5.A.1	M05.C-G.1	Graph points in the first quadrant on the coordinate plane and interpret these points when solving real-world and mathematical problems.	Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate & y-coordinate). Limit the coordinate place to quadrant 1. Represent real-world and mathematical problems by plotting points in quadrant 1 of the coordinate plane and interpret coordinate values of points in the context of the situation.	Students will be able to display, identify, and plot points on a coordinate grid.	GM Lesson 9.2 GM Lesson 9.3 GM Lesson 9.4 GM Lesson 9.5 GM Lesson 9.6 Getting Ready for Grade 6 Lesson 15	ordered pair origin x-axis x-coordinate y-axis
2.2.5.A.4	M05.B-0.2	Analyze patterns and relationships using two rules.	Generate two numerical patterns using two given rules. Ex. 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. Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules. Ex. Given two patterns in which the first pattern follows the rule "add 8" and the second pattern follows the rule "add 2," observe that the terms in the first pattern are 4 times the size of the terms in the second pattern.	Students will be able to identify a relationship between two numerical patterns and use strategies to solve a problem with patterns.	Harcourt Ch. 7 Lesson 5 Harcourt Ch. 8 Lesson 1 Harcourt Ch. 8 Lesson 2 Harcourt Ch. 8 Lesson 3 Harcourt Ch. 8 Lesson 4 Harcourt Ch. 8 Lesson 5 Harcourt Ch. 8 Lesson 6 CC 3 Common Assessment Checkpoint # 1	y-coordinate interval line graph scale quadrant pictograph bar graph circle graph

Standard	Assessment Anchor	Learning Goals/Concepts	Eligible Content	Student Performance Objectives	Resources/Activities	Terminology
2.4.5.A.2	M05.D-M.2	Represent and interpret data using appropriate scale.	Display and interpret data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs, and use a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.	Students will be able to read, interpret, analyze data in graphs and histograms while choosing appropriate scales and intervals.		rule pattern double bar graph
2.4.5.A.1	M05.D-M.1	Solve problems using conversions within a given measurement system.	Convert between different-sized measurement units within a given measurement system. A table of equivalencies will be provided. Ex. Convert 5 cm to meters.	Students will be able to solve multistep problems that include measurement conversions. Make sense of and persevere in solving complex and novel mathematical problems.	Go Math! Lesson 10.1 GM Lesson 10.2 GM Lesson 10.3 GM Lesson 10.4 GM Lesson 10.5 GM Lesson 10.6	histogram capacity decameter decagon regular polygon congruent trapezoid equilateral triangle
2.3.5.A.2	M05.C-G.2	Classify two-dimensional figures into categories based on an understanding of their properties.	Classify two-dimensional figures in a hierarchy based on properties. Ex. All polygons have at least 3 sides, and pentagons are polygons, so all pentagons have at least 3 sides. Ex. A rectangle is a parallelogram, which is a quadrilateral, which is a polygon; so a rectangle can be classified as a parallelogram, quadrilateral, and polygon.	Students will be able to identify, describe, and classify polygons by their features.	Go Math! Lesson 11.1 GM Lesson 11.2 GM Lesson 11.3 GM Lesson 11.4 GM Lesson 11.5	isoceles triangle scalene triangle acute angle obtuse angle right angle

Standard	Assessment Anchor	Learning Goals/Concepts	Eligible Content	Student Performance Objectives	Resources/Activities	Terminology
						rhombus
Standard 2 4.4.A.1, eligible content, student performance objectives, and resources/activities can be taught during either math and/or science class.						
2.4.4.A.1	M04.D-M.1	Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Apply the area and perimeter formulas for rectangles in real-world and mathematical problems (may include finding a missing side length); whole numbers only. **Formulas will be provided.**	Students will be able to identify how perimeter and area relate.	Harcourt Ch. 26 Lesson 1 Harcourt Ch. 26 Lesson 3 Harcourt Ch. 26 Lesson 4 Harcourt Ch. 27 Lesson 4 Harcourt Ch. 27 Lesson 5	prism pyramid polyhedron
2.4.5.A.5	M05.D-M.3	Apply concepts of volume to solve problems and relate volume to multiplication and division.	Apply to formula V = L x W x H and V = B x H for rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems. **Formulas will be provided.** Find volumes of solid figures composed of two non-overlapping right triangular prisms.	Students will be able to use a formula find the volume of a rectangular prism. Make sense of and persevere in solving complex and novel mathematical problems.	GM Lesson 11.6 GM Lesson 11.7 GM Lesson 11.8 GM Lesson 11.9 GM Lesson 11.10 GM Lesson 11.11 GM Lesson 11.12	polygon triangle quadrilateral pentagon hexagon
2.1.6.D.1	M06.A-R.1	Understand ratio concepts and use ration reasoning to solve problems. Compare fractions to decimals. Order fractions and decimals. Model percents. Relate decimals and percents. Write fractions, decimals, and percents.	Construct tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and/or plot the pairs of values on the coordinate plane. Use tables to compare ratios. Find a percent of a quantity as a rate per 100. Ex. 30% of a quantity means 30/100 x the quantity); solve problems involving the whole, given a part and a percentage.	Students will be able to identify fractions and decimals on a number line. Students will be able to model and write decimals as percents.	Go Math! Practice Book Getting Ready for Grade 6 **(These lessons are in the teacher planning guide.)** Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	heptagon octagon nonagon perimeter area percent

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2.1.6.E.1	M06.A-N.1	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Interpret and compute quotients of fractions (including mixed numbers), and solve word problems involving division of fractions by fractions. Ex. Given a story context for (2/3) ÷ (3/4), explain that (2/3) ÷ (3/4) = (8/9) because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = (a/b) x (d/c) = ad/bc). Ex. How wide is a rectangular strip of land with length 3/4 mi. & area 1/2 square mi? Ex. How many 2 1/4 ft. pieces can be cut from a 15 1/2 ft. board?	Students will be able to divide fractions by whole numbers. Make sense of and persevere in solving complex and novel mathematical problems. Students will be able to communicate and apply appropriate mathematical vocabulary in daily calculations and problem solving. Students will be able to recite from memory and with fluency, basic multiplication facts.	Lesson 7	
2.1.6.D.1	M06.A-R.1	Understand ratio concepts and use ratio reasoning to solve problems.	Construct tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and/or plot the pairs of values on the coordinate plane. Use tables to compare ratios. Find the unit rate a/b associated with a ratio a:b ratio a:b (with b not equal to 0) and use rate language in the context of a ratio relationship. Ex. We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.	Students will be able to write ratios in various ways and write equivalent ratios. Students will be able to solve problems involving distance, rate, and time. Students will be able to recite from memory and with fluency, basic multiplication facts.	Lesson 8 Lesson 9 Lesson 10	ratios equivalent ratios rate unit rate

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			Solve unit rate problems including those involving unit pricing and constant speed. Ex. If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	Make sense of and persevere in solving complex and novel mathematical problems.	Lesson 11	
2.1.6.E.4	M06.A-N.3	Apply and extend previous understandings of numbers to the system of rational numbers.	Represent quantities in real-world contexts using positive and negative numbers, explaining the meaning of 0 in each situation (e.g. temperature above or below 0, elevation above or below sea level, credits/debits, positive or negative electric charge.) Determine the opposite of a number and recognize that the opposite of the opposite of a number is of a number is the number itself. (e.g. -(-3) = 3; 0 is its own opposite.)	Students will be able to use positive and negative numbers to represent real-world quantities.	Lesson 12	integer opposite positive integer negative integer
2.2.6.B.1	M06.B-E.1	Apply and extend previous understanding of arithmetic to algebraic expressions.	Write algebraic expressions from verbal descriptions. Ex. Express the description "five less than twice a number" as 2y - 5. Identify parts of an expression using mathematical terms (e.g. sum, term, product, factor, quotient, coefficient, quantity). Ex. Describe the expression 2(8 + 7) as a product of two factors.	Students will be able to write and evaluate expressions.	Lesson 13	expression variable evaluate

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			Evaluate expressions at specific values of their variables, including expressions that arise from formulas used in real-world problems. Ex. Evaluate the expression $b^2 - 5$ when b = 4			
2.2.6.B.2	M06.B-E.2	Understand the process of solving a one-variable equation or inequality and apply it to real-world and mathematical problems.	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem and/or represent solutions of such inequalities on number lines.	Students will be able to use inequalities to solve problems.	Lesson 14	inequality height base
2.3.6.A.1	M06.C-G.1	Apply appropriate tools to solve real-world and mathematical problems involving area, surface, and volume.	Determine the areas of triangles and special quadrilaterals (i.e. square, rectangle, parallelogram, rhombus, and trapezoid). **Formulas will be provided.**	Students will be able to find the area of a parallelogram.	Lesson 16	parallelogram area of a parallelogram
2.4.6.B.1	M06.D-S.1	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.	Determine quantitative measures of center (e.g. median, mean, mode) and variability (e.g. range, interquartile range, mean absolute deviation). Display numerical data in plots on a number line, including line plots, histograms, and box-and-whisker plots.	Students will be able to calculate, from a set of date, mean, median, and/or mode. Students will be able to organize, use and analyze data in a histogram. Make sense of and persevere in solving complex and novel mathematical problems.	Lesson 17 Lesson 18 Lesson 19 Lesson 20	median mode data mean/average histogram tally frequency
				Recommended Time Frame = 50 days		