

School District U-46
DRAFT
Fifth Grade Mathematics

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
501	I can use a variety of numbers in everyday problem settings.	6.A Demonstrates knowledge and use of numbers and their many representations in theoretical and practical settings. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> 3. Reading 1-5 3. Speaking 1-5 3. Listening 1-5 3. Writing 1-5.	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • place mixed numbers and decimals on a number line, • show equivalent representations of a number by changing from one form to another form (e.g., standard form to expanded form, exponents, fraction to decimal, decimal to percent, improper fraction to mixed number), • differentiate how fractions are used (part of a whole, part of a set, location on a number line and division of a whole number), • analyze how the size of the whole affects the size of the fraction (e.g., $\frac{1}{2}$ of a large pizza is not the same as $\frac{1}{2}$ of a small pizza), and • describe integers using familiar applications (e.g., a thermometer, above/below sea level, coordinate graphs using 4 quadrants...). 	2 1, 2, 3 2 2 2, 3	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Number Sense & Numeration	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •

**School District U-46
DRAFT
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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
505	<p>I can draw an angle using a protractor.</p> <p>I can use formulas to find the area of squares, rectangles, and right triangles.</p> <p>I can read and interpret a scale on a map.</p> <p>I can use metric and U.S. measurements.</p>	<p>7.A Measure and compare quantities using appropriate units, instruments and methods.</p> <p>***<u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> <i>3.Reading 1-5</i> <i>3.Writing 1-5</i></p>	<p>I model and provide student with the opportunity to:</p> <ul style="list-style-type: none"> • convert U.S. customary and metric measurements into larger or smaller units, • develop and use formulas to determine the area of squares, rectangles, and right triangles, • draw an angle of any given measure using a protractor or angle ruler, and • read and interpret a scale on a map or a scale drawing using the idea of a constant ratio (e.g., 1” represents 1 mile), and use it to answer questions about actual measurement. 	<p>2</p> <p>3</p> <p>1</p> <p>1</p>	<p>Everyday Mathematics Teacher’s Assessment Assistant CD</p> <p>MAP – Measurement</p>	<p>Staff Development Everyday Mathematics Professional Development</p> <p>When</p> <p>Strategies/Resources</p> <ul style="list-style-type: none"> • Integrate with FOSS units and geography /maps units
506	<p>I can estimate measurements and determine acceptable answers when finding perimeter, area, and volume of shapes.</p>	<p>7.B Estimate measurements and determine acceptable levels of accuracy.</p> <p>***<u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> <i>3.Speaking 1-5</i> <i>3.Reading 1-5</i></p>	<p>I model and provide students with the opportunity to:</p> <ul style="list-style-type: none"> • explain that all measurements are approximations, • describe how precision is affected by choice of units, • estimate the perimeter, area, and/or volume of regular and irregular shapes and objects. 	<p>1</p> <p>1</p> <p>3</p>	<p>Everyday Mathematics Teacher’s Assessment Assistant CD</p> <p>MAP – Measurement</p>	<p>Staff Development Everyday Mathematics Professional Development</p> <p>When</p> <p>Strategies/Resources</p> <ul style="list-style-type: none"> • Integrate with FOSS units

School District U-46
DRAFT
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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
507	<p>I can use appropriate tools to measure, draw, or construct figures.</p> <p>I am able to discuss strategies for determining area and perimeter of irregular shapes.</p>	<p>7.C Select and use appropriate technology, instruments, and formulas to solve problems, interpret results, and communicate.</p> <p><u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> 3.Speaking 1-5 3.Reading 1-5</p>	<p>I model and provide students with the opportunity to:</p> <ul style="list-style-type: none"> select appropriate tools to measure, draw, or construct figures, and develop and discuss strategies for determining area and perimeter of irregular shapes (ex., cutting and rearranging known shapes to form other shapes, use of geoboards). 	<p>1, 3</p> <p>3</p>	<p>Everyday Mathematics Teacher's Assessment Assistant CD</p> <p>MAP – Measurement</p>	<p>Staff Development Everyday Mathematics Professional Development</p> <p>When</p> <p>Strategies/Resources</p> <ul style="list-style-type: none"> To be Added
508	<p>I understand geometric and numeric patterns.</p> <p>I can describe and illustrate patterns and expressions that use variables.</p>	<p>8.A Describe numerical relationships using variables and patterns.</p> <p><u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> 3.Speaking 1-5 3.Writing 1-5</p>	<p>I model and provide students with the opportunity to:</p> <ul style="list-style-type: none"> describe, extend, and make generalizations about given geometric and numeric patterns, describe a pattern, with at least two operations, verbally and symbolically, given a table of input/output numbers, illustrate equality of two expressions with variables (e.g., $28+35=35+ \underline{\quad}$), and describe situations involving inverse relationships (e.g., the more people, the fewer cookies per person; or as a denominator gets bigger, the pieces being divided get smaller). 	<p>1</p> <p>3</p> <p>3</p> <p>2</p>	<p>Everyday Mathematics Teacher's Assessment Assistant CD</p> <p>MAP – Algebraic Concepts</p>	<p>Staff Development Everyday Mathematics Professional Development</p> <p>When</p> <p>Strategies/Resources</p> <ul style="list-style-type: none"> Integrate with FOSS units

School District U-46
DRAFT
Fifth Grade Mathematics

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
509	I can use tables, graphs, and symbols to solve problems.	8.B Interpret and describe numerical relationships using tables, graphs, and symbols. <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> <i>3.Writing 1-5</i> <i>3.Reading 1-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • model problem situations with objects and equations to draw conclusions, • represent and analyze patterns and functions using words, tables, and graphs, • demonstrate how the change in one quantity affects the other in a functional relationship involving whole numbers and unit fractions, and • identify, describe, and compare situations with constant and varying rates of change using words, tables, and graphs (e.g., two quantities that vary together are the length of the side of a square and its area). 	1, 2, 3 3 2 3	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Algebraic Concepts	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • Integrate with geometry
510	I can solve problems using order of operations.	8.C Solve problems using systems of numbers and their properties. <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> <i>3.Speaking 1-5</i> <i>3.Reading 1-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • solve problems with whole numbers using order of operations, equality properties, and appropriate number properties. 	2	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Computation	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •

School District U-46
DRAFT
Fifth Grade Mathematics

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
511	I can create and solve equations using basic algebraic concepts.	8.D Use algebraic concepts and procedures to represent and solve problems. <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> <i>3.Writing 1-5</i> <i>3.Reading 1-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • create and solve linear equations involving whole numbers using a variety of methods (e.g., guess and check, bean stick counters). 	1, 2, 3	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Algebraic Concepts MAP – Problem Solving	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •

School District U-46
DRAFT
Fifth Grade Mathematics

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
512	I can understand and use points, lines, planes, and space.	9.A Demonstrate and apply geometric concepts involving points, lines, planes, and space. <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> 3.Writing 1-5 3.Speaking 1-5	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • identify, compare, and analyze attributes of two and three dimensional shapes and develop vocabulary to describe them, • classify two and three dimensional shapes according to their properties (e.g., regular and irregular, concave and convex, types of quadrilaterals, pyramids, and prisms), • specify locations to describe paths using coordinate systems, • determine the distance between points along horizontal and vertical lines of a coordinate system, • identify and justify rotational symmetry in two and three dimensional shapes, • identify and describe how geometric figures are used in practical settings (e.g., construction, art, advertising, architecture), • identify, sketch, and build two and three dimensional shapes given attribute clues, • copy a line segment or an angle using a straightedge and a compass, • construct a perpendicular bisector of a line segment, • investigate and describe the results of subdividing and combining shapes, • identify and define a tessellation, and • create regular and semi-regular tessellations using pattern blocks, other manipulatives, or technology to tile a plane. 	1, 3 1, 3 3 3 3 3 1 1 1 1	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Geometry	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •

School District U-46
DRAFT
Fifth Grade Mathematics

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
513	I can compare geometric figure and explain the properties of parallel, perpendicular, similar, congruent, and line symmetry.	9.B Identify, describe, classify and compare relationships. <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> <i>3.Reading 1-5</i> <i>3.Writing 1-5</i> <i>3.Speaking 1-5</i> <i>3.Listening 1-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> demonstrate congruence of plane figures using transformations (translation, rotation, reflection), determine if two polygons are congruent using measures of angles and sides, match a front, right side, and top view drawing with a three dimensional model built with cubes, and identify and describe the five regular polyhedra [tetrahedron (triangular prism, four triangular sides); hexahedron (cube, six square sides); octahedron (eight triangular sides); dodecahedron (twelve pentagonal sides); icosahedron (twenty triangular sides). 	3 1 3 3	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Geometry	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> To be Added
514	I can develop logical arguments about geometric figures and can explain my thought process.	9.C Construct convincing arguments and proofs to solve problems. <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> <i>3.Listening 1-5</i> <i>3.Speaking 1-5</i> <i>3.Writing 1-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> make and test conjectures about the results of subdividing and combining shapes (e.g., working with tangrams or tessellations, ...), make and test conjectures about mathematical properties and relationships (e.g., only some polygons tessellate using only one shape, ... including other conjectures generated by students), and develop logical arguments to justify conclusions 	1 1 1, 2, 3	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Geometry	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> To be Added

School District U-46
DRAFT
Fifth Grade Mathematics

Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
515	I know how to use double bar graphs, double line graphs, and stem & leaf plots. I can calculate mean, median, mode, and average.	10.A Organize, describe and make predictions from existing data. <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> <i>3.Reading 1-5</i> <i>3.Writing 1-5</i> <i>3.Listening 1-5</i> <i>3.Speaking 1-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • represent given data using double bar graphs, double line graphs, and stem and leaf plots with and without technology, • select an appropriate graph format to display given data, • read, interpret, infer, predict, draw conclusions, and evaluate data from any graph, and • determine mean, median, mode, minimum value, maximum value, maximum value, and range and discuss what each does to help interpret a given set of data. 	2 2 2 1	Everyday Mathematics Teacher’s Assessment Assistant CD MAP – Statistics, Probability, and Graphing	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •
516	I can question, hypothesize, collect data, analyze data, and communicate my conclusion.	10.B Formulate questions, design data collection methods, gather and analyze data and communicate findings. <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> <i>3.Writing 1-5</i> <i>3.Reading 1-5</i> <i>3.Speaking 1-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • design investigations to address a question and consider how data-collection methods affect the nature of a data set, and • propose and justify conclusions and predictions that are based on data and design studies to further investigate the conclusions or predictions. 	3 3	Everyday Mathematics Teacher’s Assessment Assistant CD MAP – Statistics, Probability, and Graphing	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •

