5th Grade Priority Instructional Content

Addressing Unfinished Learning after COVID School Closures

Scope and Sequence

4th Grade

Eureka Module Scope and Sequence

1st TRIMESTER	1st Trimester – 25 Days	M1. Place Value, Rounding and Algorithms for Addition and Subtraction	4.NBT.1,4.NBT.2, 4.NBT.3 4.NBT.4, 4.OA.3
	1st Trimester – 7 Days	M2. Unit Conversions and Problem Solving with Metric Measurement	4.MD.1, 4.MD.2
	1st & 2nd Trimester – 43 Days	M3. Multi-Digit Multiplication and Division	4.NBT.5,4.NBT.6, 4.OA.1, 4.OA.2, 4.OA.3, 4.OA.4 4.MD.3
2nd TRIMESTER	2nd Trimester – 20 Days	M4. Angle Measure and Plane Figures	4.G.1, 4.G.2, 4.G.3, 4.MD.5 4.MD.6, 4.MD.7
	2nd & 3rd Trimester – 45 Days	M5. Fraction Equivalence, Ordering, and Operations	4.NF.1, 4.NF.2, 4.NF.3, 4.NF.4 4.MD.4, 4.OA.5
3rd TRIMESTER	3rd Trimester – 20 Days	M6. Decimal Fractions	4.MD.2, 4.NF.5, 4.NF.6, 4.NF.7
	3rd Trimester – 20 Days	M7. Exploring Measurement with Multiplication	4.MD.1, 4.MD.2, 4.OA.1, 4.OA.2, 4.OA.3, 4.NBT.5,

Priority Standards = Approximately 70%
Supporting Standards = Approximately 20%
Additional Standards = Approximately 10%

5th Grade

Eureka Module Scope and Sequence

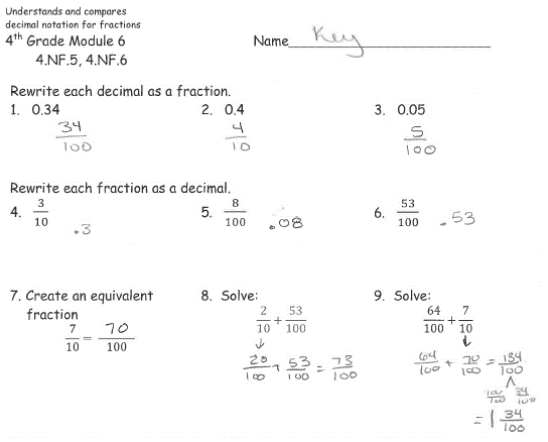
1st TRIMESTER	1st Trimester – 20 Days	M1. Place Value and Decimal Fractions	5.NBT.1, 5.NBT.2,, 5.NBT.3, 5.NBT.4, 5.NBT.7, 5.MD.1
	1st Trimester – 35 Days	M2. Multi-Digit Whole Numbers and Decimal Fraction Operations	5.NBT.1, 5.NBT.2, 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.MD.1, 5.OA.1, 5.OA.2
2nd TRIMESTER	2nd Trimester – 22 Days	M3. Addition and Subtraction of Fractions	5.NF.1, 5.NF.2
	2nd Trimester – 38 Days	M4. Multiplication and Division of Fractions and Decimal Fractions	5.NF.3, 5.NF.4, 5.NF.5, 5.NF.6 5.NF.7, 5.NBT.7 5.MD.1, 5.MD.2 5.OA.1, 5.OA.2
3rd TRIMESTER	3rd Trimester – 25 Days	M5. Addition and Multiplication with Volume and Surface Area	5.G.3, 5.G.4 5.MD.3, 5.MD.4 5.MD.5, 5.NF.4
	3rd Trimester – 40 Days	M6. Problem Solving with the Coordinate Plane	5.G.1, 5.G.2 5.OA.2, 5.OA.3

Priority Standards = Approximately 70%
Supporting Standards = Approximately 20%
Additional Standards = Approximately 10%

Classroom Implications:

Students may have had limited practice with fractions and the introduction to decimals.

Before Module 1, Formatively Diagnostic Assess 4.NF.5-7



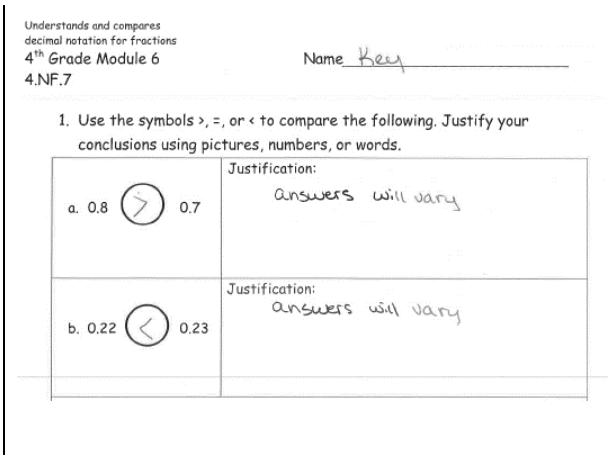
Understands and compares decimal notation for fractions
4th Grade Module 6
4.NF.5, 4.NF.6

Name Key

Rewrite each decimal as a fraction.
1. 0.34 $\frac{34}{100}$
2. 0.4 $\frac{4}{10}$
3. 0.05 $\frac{5}{100}$

Rewrite each fraction as a decimal.
4. $\frac{3}{10}$ .3
5. $\frac{8}{100}$ .08
6. $\frac{53}{100}$ .53

7. Create an equivalent fraction $\frac{7}{10} = \frac{70}{100}$
8. Solve: $\frac{2}{10} + \frac{53}{100}$ $\frac{20}{100} + \frac{53}{100} = \frac{73}{100}$
9. Solve: $\frac{64}{100} + \frac{7}{10}$ $\frac{64}{100} + \frac{70}{100} = \frac{134}{100} = 1\frac{34}{100}$



Understands and compares decimal notation for fractions
4th Grade Module 6
4.NF.7

Name Key

1. Use the symbols >, =, or < to compare the following. Justify your conclusions using pictures, numbers, or words.

a. 0.8 > 0.7	Justification: answers will vary
b. 0.22 < 0.23	Justification: answers will vary

Before Module 3, Formatively Diagnostic Assess NF.1 and NF.3

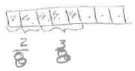
Orders fractions and performs operations with fractions
4th Grade Module 5
4.NF.3

Name: Key

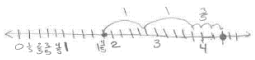
1) Add or subtract the following. Model your answer with a tape diagram or number line.

a. $\frac{4}{5} - \frac{3}{5} =$ $\frac{1}{5}$

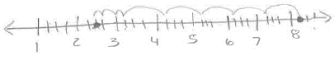
b. $\frac{2}{8} + \frac{3}{8} =$ $\frac{5}{8}$



c. $1\frac{4}{5} + 2\frac{3}{5} =$ $4\frac{2}{5}$



d. $8\frac{1}{4} - 5\frac{3}{4} =$ $2\frac{1}{2}$ or $2\frac{2}{4}$



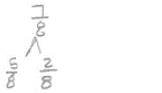
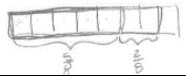
Orders fractions and performs operations with fractions
4th Grade Module 5
4.NF.3B

Name: Key

1) Step 1: Record the decomposition of the ~~mixed number~~ fraction in two different ways using addition.

Step 2: Draw and label tape diagrams to represent each number sentence.

$\frac{7}{8}$

Decomposition 1	Decomposition 2
	
$\frac{1}{8}+\frac{1}{8}+\frac{1}{8}+\frac{1}{8}+\frac{1}{8}+\frac{1}{8}+\frac{1}{8}=\frac{7}{8}$	$\frac{5}{8}+\frac{2}{8}=\frac{7}{8}$
	

Orders fractions and performs operations with fractions
4th Grade Module 5
Give after Topic B or C

Name: Key

4.NF.1

1) Determine if the following is a true number sentence. If needed, correct the statement by changing the right-hand side of the number sentence.

a. $\frac{3}{4} = \frac{12}{16}$

yes

b. $\frac{3}{2} = \frac{5}{4}$ $\frac{3}{2} = \frac{6}{4}$

no

2) Create a fraction equivalent to the given fraction. Use an area model, tape diagram, or number line to show why the fractions are equivalent.

$\frac{2}{3} =$ $\frac{4}{6}$, $\frac{6}{9}$, $\frac{20}{30}$

Answers will vary

Before Module 4, Formatively Diagnostic Assess NF.4

Orders fractions and performs operations with fractions
4th Grade Module 5
4.NF.4

Name: Key

1) Fill in the blanks to rewrite the fraction as a product of a unit fraction and a whole number.

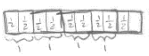
$3 \times \frac{4}{10} = \frac{3 \times 4}{10} = \frac{12}{10} = \underline{12} \times \frac{1}{10}$

2) Calculate $5 \times \frac{2}{3}$. Show your calculation by using an equation and a tape diagram or number line.

$5 \times \frac{2}{3} = \frac{10}{3} = 3\frac{1}{3}$

3) Shelly read her book for a $\frac{1}{2}$ hour each afternoon for nine days. How many hours did Shelly spend reading in all nine days? Explain your answer using an equation and a model.

$9 \times \frac{1}{2} = \frac{9}{2} = 4\frac{1}{2}$



Considerations for Addressing PRIORITY Grade-Level Content	
The clusters and standards listed in this table name the priority instructional content for grade 5. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.	
Clusters/ Standards	**Considerations**
5.NBT.A	Allow for time to develop students' understanding of the foundational work of decimal fractions (4.NF.C) to support entry into understanding the place value system with decimals (5.NBT.A.1, 3, and 4).
5.NBT.B	*Incorporate* foundational work on multiplying and dividing multi-digit whole numbers (4.NBT.B.5 & 6) to support students' work operating with multi-digit whole numbers and decimals (5.NBT.B). In relation to fluency expectations for multiplying multi-digit numbers, *eliminate* problems in which either factor has more than three digits.
5.NBT.B.7	*Incorporate* students' understanding of decimal fractions (4.NF.C) to support entry into the grade 5 work of operations with decimals.
5.NF.A	*Incorporate* foundational work on equivalent fractions (4.NF.A.1) and on the conceptual understanding underlying fraction addition (4.NF.B.3) to support students' work on adding and subtracting fractions with unlike denominators (5.NF.A).
5.NF.B	*Incorporate* foundations for multiplying fractions by whole numbers (4.NF.B.4) to support students' work in multiplying fractions and whole numbers by fractions (5.NF.4).
5.MD.C	Volume. Time spent on instruction and practice should NOT be reduced.
5.G.A	*Incorporate* foundational understandings of number lines (such as found in the work of 4.NF) into the work of extending number lines to the coordinate plane, as detailed in this cluster. *Emphasize* interpreting coordinate values of points in the context of a situation.

Clusters/ Standards	Considerations
5.OA.A	*Combine* lessons on writing and interpreting numerical expressions in order to reduce the amount of time spent on this topic.
5.OA.B	*Eliminate* lessons and problems on analyzing relationships between numerical patterns.
5.MD.A	*Combine* lessons on converting measurement units in order to reduce the amount of time spent on this topic.
5.MD.B	*Eliminate* lessons and problems on representing and interpreting data using line plots that do not strongly reinforce the fraction work of this grade (5.NF).
5.G.B	*Combine* lessons on classifying two-dimensional figures into categories based on properties in order to reduce the amount of time spent on this topic.