Grade 5

Course Code: 5012070G1

2023-2024

Year at a Glance

Please use the code below to join the Elementary Math – Grade 5 Collaborative Schoology Group

(Do not share code with students)

M3HH-4SS2-RS45B

The Elementary Mathematics Department would like to thank the Elementary K – 5 Core Adoption Committee for their time and dedication in the selection of the newly adopted Big Ideas Learning Mathematics Series.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE
YEAR-AT-A-GLANCE

Grade 5 Mathematics | **2023-2024** | **Course Code: 5012070G1**

Florida's B.E.S.T. Standards Mathematics			
First Nine Weeks **49 Days** **August 17, 2023 – October 26, 2023**			
Topic I – Place Value Concepts with Decimals 08/17 – 08/31 (11 Days)		**Topic II – Numerical Expressions** 09/01 – 09/13 (8 Days)	
Lessons	***Benchmarks***	***Lessons***	***Benchmarks***
• Lesson 1.1: Decimals to Thousandths • Lesson 1.2: Read and Write Decimals • Lesson 1.3: Represent Decimals in Different Ways • Lesson 1.4: Place Value Patterns • Lesson 1.5: Compare Decimals • Lesson 1.6: Round Decimals	• MA.5.NSO.1.1 • MA.5.NSO.1.2 • MA.5.NSO.1.3 • MA.5.NSO.1.4 • MA.5.NSO.1.5	• Lesson 2.1: Number Properties • Lesson 2.2: Order of Operations • Lesson 2.3: Write Numerical Expressions • Lesson 2.4: True or False Equations	• MA.5.AR.2.1 • MA.5.AR.2.2 • MA.5.AR.2.3 • MA.5.AR.2.4
Topic III –Add and Subtract Decimals 09/14 – 09/28 (10 Days)		**Topic IV – Multiply Whole Numbers** 09/29 – 10/11 (9 Days)	
Lessons	***Benchmarks***	***Lessons***	***Benchmarks***
• Lesson 3.1: Estimate Sums and Differences • Lesson 3.2: Use Models to Add or Subtract Decimals • Lesson 3.3: Add Decimals • Lesson 3.4: Subtract Decimals • Lesson 3.5: Add and Subtract Decimals • Lesson 3.6: Use Mental Math to Add or Subtract Decimals • Lesson 3.7: Problem Solving: Money	• MA.5.NSO.2.3 • MA.5.AR.2.2	• Lesson 4.1: Multiplication Patterns • Lesson 4.2: Estimate Products • Lesson 4.3: Multiply by One-Digit Numbers • Lesson 4.4: Multiply by Two-Digit Numbers • Lesson 4.5: Multiply Multi-Digit Whole Numbers	• MA.5.NSO.2.1 • MA.5.AR.2.4

Florida's B.E.S.T. Standards Mathematics	
First Nine Weeks (Continued) **49 Days** **August 17, 2023 – October 26, 2023**	
Topic V – Multiply Decimals 10/12 – 10/26 (11 Days) (Continued in Second Nine Weeks)	
Lessons	***Benchmarks***
• Lesson 5.1: Multiplication Patterns with Decimals • Lesson 5.2: Estimate Products of Decimals and Whole Numbers • Lesson 5.3: Use Models to Multiply Decimals and Whole Numbers • Lesson 5.4: Multiply Decimals and Whole Numbers • Lesson 5.5: Use Models to Multiply Decimals • Lesson 5.6: Use Partial Products to Multiply Decimals • Lesson 5.7: Use Strategies to Multiply Decimals • Lesson 5.8: Multiply Decimals • Lesson 5.9: Problem Solving: Multiply with Money	• MA.5.NSO.2.4 • MA.5.NSO.2.5 • MA.5.M.2.1 • MA.5.GR.2.1

Florida's B.E.S.T. Standards Mathematics

Second Nine Weeks
41 Days
October 30, 2023 – January 18, 2024

Topic V – Multiply Decimals (Continued from First Nine Weeks)
10/30 – 10/31 (2 Days)

Topic VI – Divide Whole Numbers
11/01 – 11/27 (13 Days)

Lessons	*Benchmarks*
• Lesson 6.1: Relate Multiplication and Division • Lesson 6.2: Division Patterns • Lesson 6.3: Estimate Quotients • Lesson 6.4: Divide by One-Digit Numbers • Lesson 6.5: Use Partial Quotients to Divide by Two-Digit Numbers • Lesson 6.6: Use Partial Quotients with a Remainder • Lesson 6.7: Divide Three-Digit Numbers by Two-Digit Numbers • Lesson 6.8: Divide Multi-Digit Numbers by Two-Digit Numbers • Lesson 6.9: Problem Solving: Division	• MA.5.NSO.2.2 • MA.5.AR.1.1 • MA.5.AR.2.4

Topic VII – Divide Decimals
11/28 – 12/14 (13 Days)

Lessons	*Benchmarks*
• Lesson 7.1: Division Patterns with Decimals • Lesson 7.2: Estimate Decimal Quotients • Lesson 7.3: Use Models to Divide Decimals by Whole Numbers • Lesson 7.4: Divide Decimals by One-Digit Numbers • Lesson 7.5: Divide Decimals by Two-Digit Numbers • Lesson 7.6: Use Models to Divide Decimals • Lesson 7.7: Divide Decimals • Lesson 7.8: Insert Zeros in the Dividends • Lesson 7.9: Problem Solving: Divide with Money	• MA.5.NSO.2.2 • MA.5.NSO.2.4 • MA.5.NSO.2.5 • MA.5.M.2.1

Topic VIII – Add and Subtract Fractions
12/15 – 01/12 (10 Days)

Lessons	*Benchmarks*
• Lesson 8.1: Estimate Sums and Differences of Fractions • Lesson 8.2: Find Common Denominators • Lesson 8.3: Add Fractions with Unlike Denominators • Lesson 8.4: Subtract Fractions with Unlike Denominators • Lesson 8.5: Add Mixed Numbers • Lesson 8.6: Subtract Mixed Numbers • Lesson 8.7: Problem Solving: Fractions	• MA.5.FR.2.1 • MA.5.AR.1.2

Topic IX – Multiply Fractions
01/16 – 01/18 (3 Days)
(Continued in Third Nine Weeks)

Lessons	*Benchmarks*
• Lesson 9.1: Multiply Fractions and Whole Numbers • Lesson 9.2: Use Models to Multiply Fractions • Lesson 9.3: Multiply Fractions • Lesson 9.4: Multiply Mixed Numbers • Lesson 9.5: Compare Factors and Products	• MA.5.FR.2.2 • MA.5.FR.2.3 • MA.5.AR.1.2 • MA.5.GR.2.1

Florida's B.E.S.T. Standards Mathematics

Third Nine Weeks
50 Days
January 22, 2024 – April 9, 2024

Topic IX – Multiply Fractions (Continued from Second Nine Weeks)
01/22 – 01/29 (6 Days)

Topic X – Divide Fractions
01/30 – 02/09 (9 Days)

Lessons	*Benchmarks*
• Lesson 10.1: Interpret Fractions as Division • Lesson 10.2: Mixed Numbers as Quotients • Lesson 10.3: Divide Whole Numbers by Unit Fractions • Lesson 10.4: Divide Unit Fractions by Whole Numbers • Lesson 10.5: Problem Solving: Fraction Division	• MA.5.FR.1.1 • MA.5.FR.2.4 • MA.5.AR.1.3

Topic XI – Convert and Display Units of Measure
02/12 – 02/27 (11 Days)

Lessons	*Benchmarks*
• Lesson 11.1: Length in Metric Units • Lesson 11.2: Mass and Capacity in Metric Units • Lesson 11.3: Length in Customary Units • Lesson 11.4: Weight in Customary Units • Lesson 11.5: Capacity in Customary Units • Lesson 11.6: Problem Solving: Measurement	• MA.5.M.1.1

Topic XII – Understand the Coordinate Plane and Data
02/28 – 03/13 (11 Days)

Lessons	*Benchmarks*
• Lesson 12.1: Plot Points in a Coordinate Plane • Lesson 12.2: Graph Data • Lesson 12.3: Make and Interpret Line Graphs • Lesson 12.4: Represent Rules • Lesson 12.5: Numerical Patterns • Lesson 12.6: Make and Interpret Line Plots • Lesson 12.7: Find Mean • Lesson 12.8: Find Median, Mode, and Range	• MA.5.AR.3.1 • MA.5.AR.3.2 • MA.5.GR.4.1 • MA.5.GR.4.2 • MA.5.DP.1.1 • MA.5.DP.1.2

Florida's B.E.S.T. Standards Mathematics			
Third Nine Weeks (Continued) **50 Days** **January 22, 2024 – April 9, 2024**			
Topic XIII – Understand Volume 03/14 – 04/03 (9 Days)		**Topic XIV – Classify Two- and Three-Dimensional Shapes** 04/04 – 04/09 (4 Days) (Continued in Fourth Nine Weeks)	
Lessons	***Benchmarks***	***Lessons***	***Benchmarks***
• Lesson 13.1: Understand the Concept of Volume • Lesson 13.2: Find Volumes of Right Rectangular Prisms • Lesson 13.3: Apply the Volume Formula • Lesson 13.4: Find Unknown Dimensions • Lesson 13.5: Find Volumes of Composite Figures	• MA.5.GR.3.1 • MA.5.GR.3.2 • MA.5.GR.3.3	• Lesson 14.1: Classify Triangles • Lesson 14.2: Classify Quadrilaterals • Lesson 14.3: Relate Quadrilaterals • Lesson 14.4: Classify Prisms and Cylinders • Lesson 14.5: Classify Pyramids, Cones, and Spheres	• MA.5.GR.1.1 • MA.5.GR.1.2

<table>
<tr><th colspan="3">Florida's B.E.S.T. Standards Mathematics</th></tr>
<tr><th colspan="3">Fourth Nine Weeks
40 Days
April 11, 2024 – June 6, 2024</th></tr>
<tr><td colspan="3">Topic XIV – Classify Two- and Three-Dimensional Shapes (Continued from Third Nine Weeks)
04/11 – 04/16 (4 Days)</td></tr>
<tr><td colspan="2">Topic XV – F.A.S.T. Spiral Review
04/17 – 04/30 (10 Days)
F.A.S.T. Administration Date 05/01 – 05/31</td><td>Topic XVI – Numerical Expressions
05/01 – 05/13 (9 Days)</td></tr>
<tr><td>Lessons</td><td>Benchmarks</td><td>Getting Ready for Grade 6</td></tr>
<tr><td>During this time, it is recommended to use spiral review material to assist students with preparing for the Spring F.A.S.T. Assessment.</td><td></td><td>Resources forthcoming and will address the 2023-2024 Grade 5 District Topic Assessment most deficient benchmarks. Additionally, Getting Ready for Grade 6 Resources will be provided for students needing enrichment.</td></tr>
<tr><td colspan="2">Topic XVII – Fractions and Decimals
05/14 – 05/24 (9 Days)</td><td>Topic XVIII – Ratios and Rates
05/28 – 06/06 (8 Days)</td></tr>
<tr><td colspan="2">Getting Ready for Grade 6</td><td>Getting Ready for Grade 6</td></tr>
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Florida's B.E.S.T. Standards Mathematics

Mathematical Thinking and Reasoning

Description

MA.K12.MTR.1.1
Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1
Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1
Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Florida's B.E.S.T. Standards Mathematics

Mathematical Thinking and Reasoning

Description

MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.	MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** **Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:** • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.	**Mathematicians who use patterns and structure to help understand and connect mathematical concepts:** • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** **Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:** • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1 **Assess the reasonableness of solutions.**	**MA.K12.MTR.7.1** **Apply mathematics to real-world contexts.**
Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** **Teachers who encourage students to assess the reasonableness of solutions:** • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.	**Mathematicians who apply mathematics to real-world contexts:** • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** **Teachers who encourage students to apply mathematics to real-world contexts:** • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.