### Grade 5 Domain Colors

- **Domain: Operations and Algebraic Thinking**
  - Topic: 8

- **Domain: Number and Operations in Base Ten**
  - Topics: 1, 2, 3, 4, 5, 6, and 7

- **Domain: Number and Operations—Fractions**
  - Topics: 9, 10, and 11

- **Domain: Measurement and Data**
  - Topics: 12, 13, and 14

- **Domain: Geometry**
  - Topics: 15 and 16

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Critical Area: Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations.

Domain: Number and Operations in Base Ten

Cluster: Understand the place value system.

Standards: 5.NBT.A.1, 5.NBT.A.3a, 5.NBT.A.3b

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**Standards for Mathematical Content**

**Critical Area** Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations.

**Domain** Number and Operations in Base Ten

**Cluster** Understand the place value system.

**Cluster** Perform operations with multi-digit whole numbers and with decimals to hundredths.

**Standards** 5.NBT.A.2, 5.NBT.B.5, 5.NBT.B.7, 5.OA.A.2

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**Standards for Mathematical Content**

**Critical Area** Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations.

**Domain** Number and Operations in Base Ten

**Cluster** Perform operations with multi-digit whole numbers and with decimals to hundredths.

**Standards** 5.NBT.B.6, 5.OA.A.2
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### Standards for Mathematical Content

#### Critical Area
Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations.

#### Domain
Number and Operations in Base Ten

#### Cluster
Perform operations with multi-digit whole numbers and with decimals to hundredths.

#### Standard
5.NBT.B.6

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#### Critical Area
Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations.

#### Domain
Number and Operations in Base Ten

#### Cluster
Understand the place value system.

#### Cluster
Perform operations with multi-digit whole numbers and with decimals to hundredths.

#### Standards
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**Standards for Mathematical Content**

**Connections to Critical Areas**

**Domain** Operations and Algebraic Thinking

**Cluster** Write and interpret numerical expressions.

**Cluster** Analyze patterns and relationships.

**Standards** 5.OA.A.1, 5.OA.A.2, 5.OA.B.3

---

**Domain** Number and Operations in Base Ten

**Cluster** Understand the place value system.

**Cluster** Perform operations with multi-digit whole numbers and with decimals to hundredths.

**Standards** 5.NBT.A.1, 5.NBT.A.2, 5.NBT.B.7
### Standards for Mathematical Content

**Critical Area** Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions).

**Domain** Number and Operations—Fractions

**Cluster** Use equivalent fractions as a strategy to add and subtract fractions.

**Standards** 5.NF.A.1, 5.NF.A.2

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Standards for Mathematical Content

Critical Area Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions).

Domain Number and Operations—Fractions
Cluster Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Standards 5.NF.B.3, 5.NF.B.4a, 5.NF.B.4b, 5.NF.B.5a, 5.NF.B.5b, 5.NF.B.6, 5.NF.B.7a, 5.NF.B.7b, 5.NF.B.7c
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**Standards for Mathematical Content**

**Critical Area** Developing understanding of volume.

**Domain** Measurement and Data

**Cluster** Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

**Standards** 5.MD.C.3a, 5.MD.C.3b, 5.MD.C.4, 5.MD.C.5a, 5.MD.C.5b, 5.MD.C.5c

**Connections to Critical Areas**

**Domain** Measurement and Data

**Cluster** Convert like measurement units within a given measurement system.

**Standard** 5.MD.A.1
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**Standards for Mathematical Content**

**Connections to Critical Areas**

**Domain** Measurement and Data

**Cluster** Represent and interpret data.

**Standards** 5.MD.B.2, 5.G.A.2
## Standards for Mathematical Content

**Connections to Critical Areas**

**Domain** Geometry

**Cluster** Classify two-dimensional figures into categories based on their properties.

**Standards** 5.G.B.3, 5.G.B.4

## Topic 15  Classifying Plane Figures

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## Grade 5 Standards for Mathematical Content Correlation

### Domain 5.OA Operations and Algebraic Thinking

#### Cluster A Write and interpret numerical expressions.

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<td><strong>5.OA.A.1</strong> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</td>
<td>182–185, Lesson 8-2 186–187, Lesson 8-3 196, Reteaching Set B</td>
<td>182A–185B, Lesson 8-2 186A–187B, Lesson 8-3 196, Reteaching Set B</td>
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<td><strong>5.OA.A.2</strong> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. 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.</td>
<td>180–181, Lesson 8-1 194–195, Lesson 8-7 196–197, Reteaching Sets A, E</td>
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#### Cluster B Analyze patterns and relationships.

<table>
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<tr>
<td><strong>5.OA.B.3</strong> 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. 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.</td>
<td>188–189, Lesson 8-4 190–191, Lesson 8-5 192–193, Lesson 8-6 197, Reteaching Set C 374–375, Lesson 16-4 405, Reteaching Set D</td>
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*Teacher’s Resource Masters for every lesson (Practice, Reteaching, Enrichment, Centers, Quick Check) are considered part of this correlation.
## DOMAIN 5.NBT  Number and Operations in Base Ten
### Cluster A  Understand the place value system.

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</table>
| **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. | 6–7, Lesson 1-1  
12–13, Lesson 1-3  
22, Reteaching Sets A, C | 6A–7B, Lesson 1-1  
12A–13B, Lesson 1-3  
22, Reteaching Sets A, C |
| **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. | 64–65, Lesson 3-2  
74, Reteaching Set B  
134–135, Lesson 6-1  
150, Reteaching Set A  
158–159, Lesson 7-1  
172, Reteaching Set A | 64A–65B, Lesson 3-2  
74, Reteaching Set B  
134A–135B, Lesson 6-1  
150, Reteaching Set A  
158A–159B, Lesson 7-1  
172, Reteaching Set A |
| **5.NBT.A.3a** Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). | 8–11, Lesson 1-2  
14–15, Lesson 1-4  
18–20, Lesson 1-6  
14A–15B, Lesson 1-4  
18A–20B, Lesson 1-6  
22–23, Reteaching Sets B–D |
| **5.NBT.A.3b** Read, write, and compare decimals to thousandths. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. | 16–17, Lesson 1-5  
23, Reteaching Set E | 16A–17B, Lesson 1-5  
23, Reteaching Set E |
| **5.NBT.A.4** Use place value understanding to round decimals to any place. | 34–35, Lesson 2-2  
52, Reteaching Set B | 34A–35B, Lesson 2-2  
52, Reteaching Set B |

*Teacher’s Resource Masters for every lesson (Practice, Reteaching, Enrichment, Centers, Quick Check) are considered part of this correlation.*

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**Content Guide**
**Grade 5 Standards for Mathematical Content Correlation**

**DOMAIN 5.NBT Number and Operations in Base Ten cont.**

**Cluster B** Perform operations with multi-digit whole numbers and with decimals to hundredths.

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<td><strong>5.NBT.B.5</strong> Flently multiply multi-digit whole numbers using the standard algorithm.</td>
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<td>66A-67B, Lesson 3-3</td>
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<td>68A-69B, Lesson 3-4</td>
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<td>70-71, Lesson 3-5</td>
<td>70A-71B, Lesson 3-5</td>
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<td>72-73, Lesson 3-6</td>
<td>72A-73B, Lesson 3-6</td>
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<td>74-75, Reteaching Sets C-E</td>
<td>74-75, Reteaching Sets C-E</td>
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<tr>
<td>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.</td>
<td>82-83, Lesson 4-1</td>
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<td>126-127, Reteaching Sets A-F</td>
<td>126-127, Reteaching Sets A-F</td>
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<tr>
<td>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.</td>
<td>30-33, Lesson 2-1</td>
<td>30A-33B, Lesson 2-1</td>
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<td>36-39, Lesson 2-3</td>
<td>36A-39B, Lesson 2-3</td>
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<td>52-55, Reteaching Sets A, C-H</td>
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<td>164-165, Lesson 7-4</td>
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<td>166-167, Lesson 7-5</td>
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<td>172-173, Reteaching Sets A-E</td>
<td>172-173, Reteaching Sets A-E</td>
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</table>

*Teacher’s Resource Masters* for every lesson (Practice, Reteaching, Enrichment, Centers, Quick Check) are considered part of this correlation.
### Domain 5.NF  Number and Operations—Fractions

#### Cluster A  Use equivalent fractions as a strategy to add and subtract fractions.

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### Domain 5.NF  Number and Operations—Fractions  cont.

#### Cluster B  Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

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<tr>
<td>5.NF.B.3  Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ 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. 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?</td>
<td>270–271, Lesson 11-8  272–273, Lesson 11-9  281, Reteaching Sets E, F</td>
<td>270A–271B, Lesson 11-8  272A–273B, Lesson 11-9  281, Reteaching Sets E, F</td>
</tr>
<tr>
<td>5.NF.B.4a  Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)</td>
<td>252–253, Lesson 11-1  260–262, Lesson 11-4  266–267, Lesson 11-6  280, Reteaching Sets A, B–D</td>
<td>252A–253B, Lesson 11-1  260A–262B, Lesson 11-4  266A–267B, Lesson 11-6  280, Reteaching Sets A, B–D</td>
</tr>
<tr>
<td>5.NF.B.4b  Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 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.</td>
<td>264–265, Lesson 11-5  280, Reteaching Set C</td>
<td>264A–265B, Lesson 11-5  280, Reteaching Set C</td>
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*Teacher’s Resource Masters* for every lesson (Practice, Reteaching, Enrichment, Centers, Quick Check) are considered part of this correlation.
### Domain 5.NF  Number and Operations—Fractions cont.

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<tr>
<td><strong>5.NF.B.5a</strong> Interpret multiplication as scaling (resizing), by: 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.</td>
<td>258–259, Lesson 11-3 280, Reteaching Set B</td>
<td>258A–259B, Lesson 11-3 280, Reteaching Set B</td>
</tr>
<tr>
<td><strong>5.NF.B.5b</strong> Interpret multiplication as scaling (resizing), by: 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 ( \frac{a}{b} = \left(\frac{n \times a}{n \times b}\right)) to the effect of multiplying ( \frac{a}{b} ) by 1.</td>
<td>254–256, Lesson 11-2 280, Reteaching Set A</td>
<td>254A–256B, Lesson 11-2 280, Reteaching Set A</td>
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<tr>
<td><strong>5.NF.B.6</strong> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</td>
<td>266–267, Lesson 11-6 268–269, Lesson 11-7 280–281, Reteaching Sets D, E</td>
<td>266A–267B, Lesson 11-6 268A–269B, Lesson 11-7 280–281, Reteaching Sets D, E</td>
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## Grade 5 Standards for Mathematical Content Correlation

### DOMAIN 5.NF Number and Operations—Fractions cont.

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<tr>
<td><strong>5.NF.B.7a</strong> Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. 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 $(1/12) \times 4 = 1/3$.</td>
<td><strong>276–277</strong>, Lesson 11-11 <strong>278–279</strong>, Lesson 11-12 <strong>281</strong>, Reteaching Set F</td>
<td><strong>276A–277B</strong>, Lesson 11-11 <strong>278A–279B</strong>, Lesson 11-12 <strong>281</strong>, Reteaching Set F</td>
</tr>
<tr>
<td><strong>5.NF.B.7b</strong> Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a whole number by a unit fraction, and compute such quotients. 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 $20 \times (1/5) = 4$.</td>
<td><strong>274–275</strong>, Lesson 11-10 <strong>281</strong>, Reteaching Set F</td>
<td><strong>274A–275B</strong>, Lesson 11-10 <strong>281</strong>, Reteaching Set F</td>
</tr>
<tr>
<td><strong>5.NF.B.7c</strong> Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. 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. 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?</td>
<td><strong>276–277</strong>, Lesson 11-11 <strong>281</strong>, Reteaching Set G</td>
<td><strong>276A–277B</strong>, Lesson 11-11 <strong>281</strong>, Reteaching Set G</td>
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*Teacher’s Resource Masters for every lesson (Practice, Reteaching, Enrichment, Centers, Quick Check) are considered part of this correlation.
**DOMAIN 5.MD  Measurement and Data**

**Cluster A** Convert like measurement units within a given measurement system.

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**Cluster B** Represent and interpret data.

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**Cluster C** Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

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<td>5.MD.C.3b</td>
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<td>5.MD.C.4</td>
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### Grade 5 Standards for Mathematical Content Correlation

#### Domain 5.MD Measurement and Data cont.

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<tr>
<td>5.MD.C.5a Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. 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.</td>
<td>290–292, Lesson 12-2 298, Reteaching Set B</td>
<td>290A–292B, Lesson 12-2 298, Reteaching Set B</td>
</tr>
<tr>
<td>5.MD.C.5b Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</td>
<td>290–292, Lesson 12-2 298, Reteaching Set B</td>
<td>290A–292B, Lesson 12-2 298, Reteaching Set B</td>
</tr>
<tr>
<td>5.MD.C.5c Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. 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.</td>
<td>294–295, Lesson 12-3 298, Reteaching Set C</td>
<td>294A–295B, Lesson 12-3 298, Reteaching Set C</td>
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## DOMAIN 5.G Geometry

### Cluster A Graph points on the coordinate plane to solve real-world and mathematical problems.

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<tr>
<td><strong>5.G.A.1</strong> 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).</td>
<td>366–368, Lesson 16-1 376–377, Lesson 16-5 378–379, Reteaching Sets A, E</td>
<td>366A–368B, Lesson 16-1 376A–377B, Lesson 16-5 378–379, Reteaching Sets A, E</td>
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### Cluster B Classify two-dimensional figures into categories based on their properties.

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### Notes

1. Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.