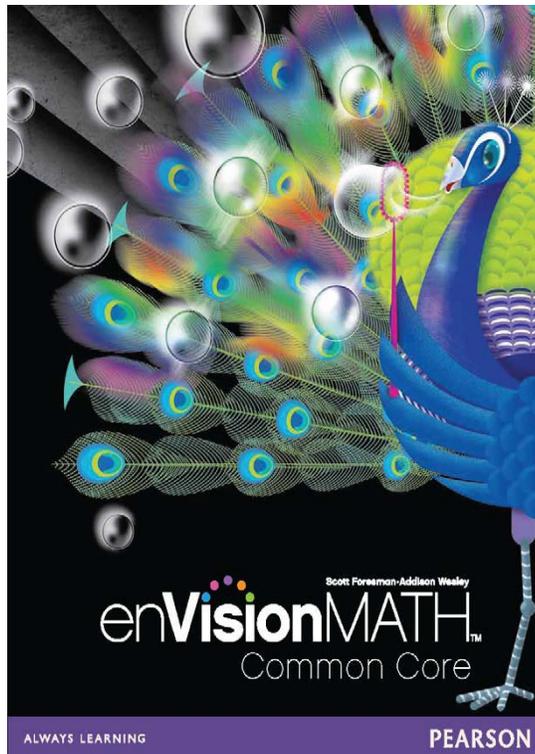


en**VISION**MATH™
Common Core ©2012

Scott Foresman-Addison Wesley



**enVisionMATH Common Core
Daily Common Core Review
with Corresponding
Common Core State Standard for Mathematics
Grade 5**

enVisionMATH Common Core Daily Common Core Review with Corresponding Common Core State Standard for Mathematics

Introduction

This document lists the Common Core State Standards for Mathematics associated with the Daily Common Core Review at the beginning of each lesson in ***enVisionMATH Common Core***.

enVisionMATH Common Core was written specifically to address the Common Core State Standards and is based on critical foundational research and proven classroom results. It is organized and color-coded by the Common Core Domains, so teaching is highly focused, manageable, and coherent.

enVisionMATH Common Core teaches all of the standards for mathematical content within a powerful concept-development skeleton grounded on big ideas of mathematics and related essential understandings.

The straightforward 4-Part lesson structure communicates daily to teachers both the Standards for Mathematical Content and Standards for Mathematical Practice that need to be developed with students and the conceptual underpinnings that need to be understood.

enVisionMATH Common Core provides deep conceptual development and understanding through daily Problem-Based Interactive Learning as a core part of instruction. This daily Interactive Learning is then connected with Visual Learning.

The ***enVisionMATH Common Core*** Student Edition presents content in more visual ways. Page layouts are clean, open, predictable, and easy-to-use. All art is functional, promoting understanding or providing data needed for problems. Visual models are consistent and, whenever possible, the visual and physical models remain the same across lessons to make teaching and learning easier.

The ***enVisionMATH Common Core*** Teacher's Edition provides an instructional plan for each lesson that reflects the work that highly effective teachers do in the classroom. The Teacher's Edition is visually appealing, easily connecting information (e.g. questions) to its point of use in the text. Teaching is grounded on rich questions and classroom conversations.

Assessment in ***enVisionMATH Common Core*** is an integral part of instruction, not an interruption. Both skills and understanding are assessed on a daily basis. Daily formative assessment leads to data-driven differentiated instruction, as well as information for interpreting results (diagnosis) and intervention tasks.

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

Table of Contents

| | |
|---------------|-----|
| Topic 1 | 1 |
| Topic 2 | 8 |
| Topic 3 | 19 |
| Topic 4 | 29 |
| Topic 5 | 38 |
| Topic 6 | 49 |
| Topic 7 | 57 |
| Topic 8 | 65 |
| Topic 9 | 76 |
| Topic 10..... | 89 |
| Topic 11..... | 100 |
| Topic 12..... | 117 |
| Topic 13..... | 126 |
| Topic 14..... | 136 |
| Topic 15..... | 142 |
| Topic 16..... | 149 |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| Topic 1 | |
| 1-1 Place Value | |
| 1. Model Fractions > 1 | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP4 Model with mathematics.</p> |
| 2. Add Whole Numbers | <p>For related content, please see:</p> <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4</p> <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Multiplication Facts | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 4. List Possible Outcomes | <p>For related content, please see:</p> <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 5. Identify Angles | 5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties. MP7 Look for and make use of structure. |
| 1-2 Tenths and Hundredths | |
| 1. Find Simplest Form of a Fraction | 5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i> MP2 Reason abstractly and quantitatively. |
| 2. Divide Whole Numbers | 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm. MP1 Make sense of problems and persevere in solving them. |
| 3. Place Value | 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. MP7 Look for and make use of structure. |
| 4. Find Simplest Form of a Fraction | 5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i> MP7 Look for and make use of structure. |
| 5. Multiply Whole Numbers | 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm. MP6 Attend to precision. |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>6. Describe Relationship of Ordered Pairs</p> | <p>5.OA.B.4 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. <i>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.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| <p>1-3 Thousandths</p> | |
| <p>1. Write Fractions as Decimals</p> | <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>2. Write Fractions as Decimals</p> | <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>3. Identify Fractions</p> | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 4. Write Decimals as Fractions | <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Describe Relationship of Ordered Pairs | <p>5.OA.B.4 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. <i>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.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 6. Identify Place Value | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 1-4 Decimal Place Value | |
| 1. Compare Large Numbers | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Order Large Numbers | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 3. Write Large Numbers | <p>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.</p> <p>MP6 Attend to precision.</p> |
| 4. Order Large Numbers | <p>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.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 5. Describe Shapes | <p>5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>MP7 Look for and make use of structure.</p> |
| 1-5 Comparing and Ordering Decimals | |
| 1. Write Decimals | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Write Decimals | <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>MP6 Attend to precision.</p> |
| 3. Write Decimals | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 4. Write Decimals | <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>MP6 Attend to precision.</p> |
| 5. Write Decimals | <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 6. Write Decimals | <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>MP6 Attend to precision.</p> |
| 7. Write Decimals | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 1-6 Problem Solving: Look for a Pattern | |
| 1. Compare Decimals | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP5 Use appropriate tools strategically.</p> |

enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics

| <p>Grade 5 Topic-Lesson Daily Common Core Review</p> | <p>Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>2. Order Decimals</p> | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>3. Compare Decimals</p> | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>4. Identify Fractions on Number Line</p> | <p>5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p> <p>MP5 Use appropriate tools strategically.</p> |
| <p>5. Order Decimals</p> | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| Topic 2 | |
| 2-1 Mental Math | |
| 1. Number Patterns | <p>For related content, please see: 5.OA.B.3 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. <i>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.</i></p> <p>Also see Grade 4 4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 2. Compare/Order Decimals | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 3. Number Patterns | <p>For related content, please see: 5.OA.B.3 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. <i>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.</i></p> <p>Also see Grade 4 4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 4. Interpret Bar Graphs | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP4 Model with mathematics.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 2-2 Rounding Whole Numbers and Decimals | |
| 1. Add Whole Numbers | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Subtract Whole Numbers | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Find Area | <p>5.NF.B.4b 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.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 4. Add and Subtract Whole Numbers | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Place Value of Large Numbers | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 2-3 Estimating Sums and Differences | |
| 1. Translate English to Math Symbols | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Round Decimals | <p>5.NBT.A.4 Use place value understanding to round decimals to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Compare Large Numbers | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>4. Round Large Numbers</p> | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>5. Round Decimals</p> | <p>5.NBT.A.4 Use place value understanding to round decimals to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>6. Write Large Numbers</p> | <p>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.</p> <p>MP6 Attend to precision.</p> |
| <p>2-4 Modeling Addition and Subtraction of Decimals</p> | |
| <p>1. Compare Fractions</p> | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>2. Use Patterns to Multiply</p> | <p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|--|--|
| 3. Model Decimals | <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Interpret Remainders | <p>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.</p> <p>MP6 Attend to precision.</p> |
| 5. Estimate Sums of Decimals | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 2-5 Problem Solving: Draw a Picture and Write an Equation | |
| 1. Estimate Differences | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Estimate Sums | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>3. Multiply 2-Digit Numbers</p> | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| <p>4. Estimate Differences</p> | <p>For related content, please see: 5.NBT.A.4 Use place value understanding to round decimals to any place.</p> <p>Also see Grade 4 4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>5. Estimate Sums</p> | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>6. List Possible Outcomes</p> | <p>For related content, please see: 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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 2-6 Adding Decimals | |
| 1. Subtract Large Numbers | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 2. Add Large Numbers | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 3. Subtract Large Numbers | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 4. Divide Using Fact Families | <p>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.</p> <p>MP6 Attend to precision.</p> |
| 5. Subtract Large Numbers | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 6. Compare Decimals | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2-7 Subtracting Decimals | |
| 1. Add Decimals | <p>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.</p> <p>MP5 Use appropriate tools strategically.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 2. Add Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Add and Compare Decimals | <p>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.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 4. Identify Angles | <p>5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Divide by 1-Digit Numbers | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2-8 Problem Solving: Multiple-Step Problems | |
| 1. Subtract Decimals | <p>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.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
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| <p>2. Subtract Decimals</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>3. Estimate Weight</p> | <p>For related content, please see:</p> <p>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.</p> <p>Also see Grade 4</p> <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p>MP7 Look for and make use of structure.</p> |
| <p>4. Subtract Decimals</p> | <p>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.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 5. Subtract Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Compare and Order Decimals | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| Topic 3 | |
| 3-1 Multiplication Properties | |
| 1. Identify Missing Information | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Subtract Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Estimate Sums | <p>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 $\frac{1}{10}$ of what it represents in the place to its left.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 4. Decimal Place Value | 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. MP7 Look for and make use of structure. |
| 5. Classifying Plane Figures | 5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties. MP7 Look for and make use of structure. |
| 6. Write Decimals | 5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. MP7 Look for and make use of structure. |
| 3-2 Using Mental Math to Multiply | |
| 1. Commutative Property of Multiplication | 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm. MP6 Attend to precision. |
| 2. Order Decimals | 5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. MP2 Reason abstractly and quantitatively. |
| 3. Estimate Differences | 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. MP2 Reason abstractly and quantitatively. |
| 4. Identify Properties of Addition and Multiplication | 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm. MP6 Attend to precision. |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 5. Add Greater Numbers | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>5MP6 Attend to precision.</p> |
| 6. Use Patterns to Multiply by 10 | <p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 3-3 Estimating Products | |
| 1. Multiply by Multiples of 10 | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Multiply by Multiples of 10 | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Subtract Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 4. Multiply by Multiples of 10 | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Properties of Addition | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Solve by Drawing a Picture | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP5 Use appropriate tools strategically.</p> |
| 3-4 Exponents | |
| 1. Extra Information | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Subtract Whole Numbers | <p>For related content, please see:</p> <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4</p> <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>3. Add Decimals</p> | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>4. Identify Needed Information</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>5. Subtract Whole Numbers</p> | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 6. Perimeter of a Rectangle | <p>For related content, please see: 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>Also see Grade 4 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP7 Look for and make use of structure.</p> |
| 3-5 Distributive Property | |
| 1. Write Algebraic Expressions | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Evaluate Mathematical Expressions | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP6 Attend to precision.</p> |
| 3. Evaluate Algebraic Expressions | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP6 Attend to precision.</p> |
| 4. Algebraic Expressions | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 5. Evaluate Algebraic Expressions | 5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. MP6 Attend to precision. |
| 3-6 Multiplying by 1-Digit Numbers | |
| 1. Estimate Products | 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm. MP2 Reason abstractly and quantitatively. |
| 2. Add Decimals | 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. MP1 Make sense of problems and persevere in solving them. |
| 3. Place Value | 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. MP7 Look for and make use of structure. |
| 4. Compare Decimals | 5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. MP2 Reason abstractly and quantitatively. |
| 5. Estimate Products | 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm. MP2 Reason abstractly and quantitatively. |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 6. Subtract Greater Numbers | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3-7 Multiplying 2-Digit by 2-Digit Numbers | |
| 1. Multiply by a 1-Digit Number | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Multiply by a 1-Digit Number | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Model Decimals | <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Multiply by a 1-Digit Number | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 5. Interpret Bar Graphs | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP7 Look for and make use of structure</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 6. Write Decimals | <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>MP7 Look for and make use of structure.</p> |
| 3-8 Multiplying Greater Numbers | |
| 1. Multiply 2-Digit Numbers | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Commutative Property of Multiplication | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Add Whole Numbers | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Area of a Rectangle | <p>5.NF.B.4b 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.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|--|--|
| 5. Perimeter of a Square | <p>For related content, please see: 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>Also see Grade 4 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Rounding | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 3-9 Problem Solving: Draw a Picture and Write an Equation | |
| 1. Exponential Notation | <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Rounding Whole Numbers | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Write Numbers in Exponential Notation, Expanded Form, Standard Form | <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|--|--|
| 4. Write Numbers in Exponential Notation and Standard Form | <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| Topic 4 | |
| 4-1 Dividing Multiples of 10 and 100 | |
| 1. Use Equations | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Multiply by 2-Digit Numbers | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 3. Time | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Use a Problem-Solving Strategy | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Write Large Numbers | <p>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.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 6. Subtract Large Numbers | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4-2 Estimating Quotients | |
| 1. Divide Multiples of 10 | <p>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.</p> <p>MP6 Attend to precision.</p> |
| 2. Multiply by 1-Digit Numbers | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Add Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 4. Divide Multiples of 10 | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Round Large Numbers | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 6. Temperature | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 4-3 Problem Solving: Reasonableness | |
| 1. Estimate Quotients | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Estimate Products | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 3. Subtract Large Numbers | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Estimate Quotients | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Find Perimeter | <p>For related content, please see: 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>Also see Grade 4 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 6. Divide Multiples of 10 | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4-4 Connecting Models and Symbols | |
| 1. Interpret Remainders | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Divide Multiples of 10 | <p>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.</p> <p>MP6 Attend to precision.</p> |
| 3. Make a Problem-Solving Plan | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 4. Interpret Remainders | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Multiply 3-Digit Numbers By 2-Digit Numbers | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 6. Divide Using Fact Families | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4-5 Dividing by 1-Digit Divisors | |
| 1. Divide by 1-Digit Divisors with No Remainder | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Estimate Quotients | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>3. Multiply 3-Digit Numbers by 2-Digit Numbers</p> | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>4. Divide by 1-Digit Divisors with No Remainder</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>5. Order Whole Numbers</p> | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>6. Lines of Symmetry</p> | <p>For related content, please see:</p> <p>5.G.A.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>Also see Grade 4</p> <p>4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 4-6 Zeros in the Quotient | |
| 1. Interpret the Remainder | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Subtract Large Numbers | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Divide by 1-Digit Numbers | <p>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.</p> <p>MP6 Attend to precision.</p> |
| 4. Write Large Numbers | <p>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.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|--|--|
| 5. Multiply 3-Digit Numbers by 2-Digit Numbers | 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm. MP7 Look for and make use of structure. |
| 4-7 Problem Solving: Draw a Picture and Write an Equation | |
| 1. Prime Numbers | 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. MP2 Reason abstractly and quantitatively. |
| 2. Write and Simplify Fractions | 5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i> MP2 Reason abstractly and quantitatively. |
| 3. Prime Factorization | 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. MP4 Model with mathematics. |
| 4. Multiply 3-Digit Numbers by 2-Digit Numbers | 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm. MP6 Attend to precision. |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 5. Elapsed Time | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP5 Use appropriate tools strategically.</p> |
| Topic 5 | |
| 5-1 Using Patterns to Divide | |
| 1. Develop Problem-Solving Strategies | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Subtract Whole Numbers | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 3. Develop Problem-Solving Strategies | <p>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.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 4. Order Decimals | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5-2 Estimating Quotients with 2-Digit Divisors | |
| 1. Divide Multiples of 10 | <p>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.</p> <p>MP6 Attend to precision.</p> |
| 2. Identify Three-Dimensional Shapes | <p>5.MD.C.3a A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Divide Multiples of 10 | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 4. Divide Multiples of 10 | <p>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.</p> <p>MP4 Model with mathematics.</p> |
| 5. Multiply 3-Digit Numbers by 2-Digit Numbers | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 6. Add and Subtract Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5-3 Connecting Models and Symbols | |
| 1. Describe Relationships Mathematically | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 2. Generate Equivalent Fractions | <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>3. Add Decimals</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>4. Describe Relationships Mathematically</p> | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP7 Look for and make use of structure.</p> |
| <p>5. Subtract Large Numbers</p> | <p>For related content, please see:</p> <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4</p> <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| <p>5-4 Dividing by Multiples of 10</p> | |
| <p>1. Use a Problem-Solving Plan</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 2. Multiply Multiples of 10 | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Divide With Zero in the Quotient | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Use a Problem-Solving Plan | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Subtract Decimals | <p>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.</p> <p>MP6 Attend to precision.</p> |
| 6. Read Large Numbers | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 5-5 1-Digit Quotients | |
| 1. Divide by Multiples of 10 | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Divide Whole Numbers | <p>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.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 3. Multiply Whole Numbers | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them</p> |
| 4. Divide Whole Numbers | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>5. Add Whole Numbers</p> | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| <p>6. Interpret Bar Graphs</p> | <p>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.</p> <p>MP7 Look for and make use of structure</p> |
| <p>5-6 2-Digit Quotients</p> | |
| <p>1. Divide by 2-Digit Numbers</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>2. Divide by 2-Digit Numbers</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 3. Locate Points on Number Line | <p>5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 4. Divide by 2-Digit Numbers | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Divide by 2-Digit Numbers | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 6. Subtract Decimals | <p>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.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 5-7 Estimating and Dividing with Greater Numbers | |
| 1. Divide by 2-Digit Numbers | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Divide by 2-Digit Numbers | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Multiply by 2-Digit Numbers | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 4. Divide by 2-Digit Numbers | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Order Large Numbers | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
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| <p>6. Use a Problem-Solving Model</p> | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>5-8 Problem Solving: Missing or Extra Information</p> | |
| <p>1. Divide by 2-Digit Numbers</p> | <p>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.</p> <p>MP5 Use appropriate tools strategically.</p> |
| <p>2. Divide by 2-Digit Numbers</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>3. Subtract Large Numbers</p> | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>4. Divide by 2-Digit Numbers</p> | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>5. Determine Possible Outcomes</p> | <p>For related content, please see: 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.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>6. Subtract Decimals</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>7. Identify Place Value</p> | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|--|---|
| Topic 6 | |
| 6-1 Multiplying Decimals by 10, 100, or 1,000 | |
| 1. Multi-Step Problems | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Multi-Step Problems | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Multi-Step Problems | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Complete a Table | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 5. Complete a Table | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP5 Use appropriate tools strategically.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 6-2 Estimating the Product of a Decimal and a Whole Number | |
| 1. Multiply with Decimals | <p>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.</p> <p>MP6 Attend to precision.</p> |
| 2. Multiply with Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Add with Decimals | <p>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.</p> <p>MP6 Attend to precision.</p> |
| 4. Multiply with Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 5. Multiply with Decimals | <p>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.</p> <p>MP6 Attend to precision.</p> |
| 6-3 Number Sense: Decimal Multiplication | |
| 1. Divide Whole Numbers | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Divide with Remainders | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Parallel Lines | <p>For related content, please see: 5.G.A.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>Also see Grade 4 4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 4. Division with Remainders | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Numbers in Standard Form | <p>For related content, please see:</p> <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Multiply Whole Numbers | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 6-4 Models for Multiplying Decimals | |
| 1. Subtract Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Exponential Notation | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 3. Expanded Notation with Exponents | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Interpret Bar Graphs | <p>For related content, please see: 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.</p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP7 Look for and make use of structure</p> |
| 5. Estimate Unknown Quantities | <p>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.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 6-5 Multiplying a Decimal by a Whole Number | |
| 1. Multiply by 100 | <p>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.</p> <p>MP6 Attend to precision.</p> |

enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics

| <p>Grade 5 Topic-Lesson Daily Common Core Review</p> | <p>Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>2. Multiply by 10</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>3. Subtract Decimals</p> | <p>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.</p> <p>MP6 Attend to precision.</p> |
| <p>4. Multiply by 100</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>5. Multiply by Powers of 10</p> | <p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 6-6 Multiplying Two Decimals | |
| 1. Estimate Using Rounding | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Estimate Using Compatible Numbers | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Subtract Decimals | <p>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.</p> <p>MP6 Attend to precision.</p> |
| 4. Estimate with Decimals | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Estimate Using Compatible Numbers | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 6-7 Problem Solving: Multiple-Step Problems | |
| 1. Estimate Quotients | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Estimate Quotients | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Multiply by 1-Digit Numbers | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 4. Estimate Quotients | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Multiply by 2-Digit Numbers | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| Topic 7 | |
| 7-1 Dividing Decimals by 10, 100, or 1,000 | |
| 1. Estimate Quotients | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Estimate Quotients | <p>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.</p> <p>MP4 Model with mathematics.</p> |
| 3. Calculate Volume | <p>5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Order Whole Numbers | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 5. Add Whole Numbers | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Use a Chart to Solve Problems | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 7-2 Estimating Decimal Quotients | |
| 1. Dividing a Decimal by 10, 100, or 1,000 | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Dividing a Decimal by 10, 100, or 1,000 | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 3. Estimating and Dividing with Greater Numbers | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Dividing by Multiples of 10 | <p>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.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 5. Using Patterns to Divide | <p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 7-3 Number Sense: Decimal Division | |
| 1. Problem Solving: Make a Model | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP4 Model with mathematics.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 2. Decimal Facts | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Adding Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Estimating Decimal Products | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Estimating Decimal Products | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 7-4 Dividing by a Whole Number | |
| 1. Compatible Numbers | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
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| <p>2. Problems with Decimals</p> | <p>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.</p> <p>MP4 Model with mathematics.</p> |
| <p>3. Problems with Decimals</p> | <p>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.</p> <p>MP4 Model with mathematics.</p> |
| <p>4. Draw Perpendicular Lines</p> | <p>For related content, please see:</p> <p>5.G.A.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>Also see Grade 4</p> <p>4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>5. Checking Division</p> | <p>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.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 7-5 Dividing a Whole Number by a Decimal | |
| 1. Divide Decimal | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Subtract Decimals | <p>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.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 3. Estimate Sums | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Estimate Quotients | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 5. Estimate Products | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 7-6 Dividing a Decimal by a Decimal | |
| 1. Estimate Products | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Estimate Fractions | <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Compare Decimals | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Compare Decimals | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Compare Decimals | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 6. Compare Decimals Less Than One | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 7. Divide by a Decimal | <p>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.</p> <p>MP6 Attend to precision.</p> |
| 7-7 Problem Solving: Multiple-Step Problems | |
| 1. Divide with Decimals | <p>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.</p> <p>MP6 Attend to precision.</p> |
| 2. Divide with Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Subtract Decimals | <p>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.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 4. Multiply Decimals | <p>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.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 5. Divide with Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| Topic 8 | |
| 8-1 Using Variables to Write Expressions | |
| 1. Solve Multi-Step Problems | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Identify Relationships | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 3. Area | <p>5.NF.B.4b 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Expanded Form | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Add Fractions | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 8-2 Order of Operations | |
| 1. Multiple-Step Problems | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Distributive Property | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 3. Multiple Powers of Ten | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Mental Math | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 5. Distributive Property | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP7 Look for and make use of structure.</p> |
| 8-3 Simplifying Expressions | |
| 1. Evaluate Expressions | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Multiplication | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 3. Place Value | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 4. Subtraction | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP6 Attend to precision.</p> |
| 5. Evaluate Expressions | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Rounding | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 7. Variables | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP7 Look for and make use of structure.</p> |
| 8. Evaluate Parentheses | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP7 Look for and make use of structure.</p> |
| 8-4 Evaluating Expressions | |
| 1. Order of Operations | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 2. Multiple-Step Problems | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Estimate Sums of Large Numbers | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Prime Factorization | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Simplify Expressions | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Simplify Expressions | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP7 Look for and make use of structure.</p> |
| 7. Simplify Expressions | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 8-5 Addition and Subtraction Expressions | |
| 1. Quadrilaterals (<i>Grade 3</i>) | <p>For related content, please see: 5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>Also see Grade 3 3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Place Value | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Fact Families | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Multiplication | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
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| <p>5. Model Fractions (<i>Grade 3</i>)</p> | <p>For related content, please see: 5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>Also see Grade 3 3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>8-6 Multiplication and Division Expressions</p> | |
| <p>1. Place Value</p> | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>2. Multiplication</p> | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 3. Mixed Numbers (<i>Grade 3</i>) | <p>For related content, please see: 5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>Also see Grade 3 3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Division | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>5. Patterns</p> | <p>For related content, please see: 5.OA.B.3 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. <i>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.</i></p> <p>Also see Grade 4 4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| <p>8-7 Patterns: Extending Tables</p> | |
| <p>1. Write Algebraic Expressions</p> | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP7 Look for and make use of structure.</p> |
| <p>2. Evaluate Algebraic Expressions</p> | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 3. Evaluate Algebraic Expressions | 5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. MP7 Look for and make use of structure. |
| 4. Evaluate Algebraic Expressions | 5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. MP1 Make sense of problems and persevere in solving them. |
| 5. Evaluate Algebraic Expressions | 5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. MP6 Attend to precision. |
| 8-8 Variables and Expressions | |
| 1. Develop Problem-Solving Strategy | 5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i> MP1 Make sense of problems and persevere in solving them. |
| 2. Compare Fractions | 5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. MP2 Reason abstractly and quantitatively. |
| 3. Multiply 2-Digit Numbers by 1-Digit Numbers | 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm. MP6 Attend to precision. |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|--|--|
| 4. Develop Problem-Solving Strategy | <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP4 Model with mathematics.</p> |
| 5. Subtract Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Divide Whole Numbers and Interpret Remainders | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 8-9 Problem Solving: Act It Out and Use Reasoning | |
| 1. Order of Operations | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Use Parentheses | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 3. Use Parentheses | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP6 Attend to precision.</p> |
| 4. Write and Evaluate Expressions | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Use Parentheses | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP6 Attend to precision.</p> |
| Topic 9 | |
| 9-1 Equivalent Fractions | |
| 1. Round Decimals | <p>5.NBT.A.4 Use place value understanding to round decimals to any place.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Identify Fractions | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i></p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>3. Solve One-step Equations</p> | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>4. Identify Fractions</p> | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP7 Look for and make use of structure.</p> |
| <p>5. Order of Operations</p> | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP6 Attend to precision.</p> |
| <p>6. Solve One-step Equations</p> | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 7. Make a Table | <p>5.OA.B.3 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. <i>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.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 9-2 Fractions in Simplest Form | |
| 1. Find Common Factors | <p>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.</p> <p>MP6 Attend to precision.</p> |
| 2. Decimal Place Value | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Measure Time | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>4. Fractions as Division</p> | <p>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.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| <p>5. Commutative Property of Addition</p> | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP6 Attend to precision.</p> |
| <p>6. Equivalent Fractions</p> | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>9-3 Problem Solving: Writing to Explain</p> | |
| <p>1. Locate Fractions and Decimals on a Number Line</p> | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP4 Model with mathematics.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>2. Interpret Data</p> | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>3. Subtract Decimals</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>4. Locate Decimals on a Number Line</p> | <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>5. Identify Relationship of Ordered Pairs</p> | <p>5.OA.B.3 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. <i>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.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 6. Compare Large Numbers | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 9-4 Estimating Sums and Differences of Fractions | |
| 1. Exponents | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 2. Solve Division Problems | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Write Numbers in Expanded Notation | <p>For related content, please see:</p> <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>Also see Grade 4</p> <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>4. Evaluate Expressions</p> | <p>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.</p> <p>MP6 Attend to precision.</p> |
| <p>5. Find and Extend a Pattern</p> | <p>For related content, please see:</p> <p>5.OA.B.3 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. <i>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.</i></p> <p>Also see Grade 4</p> <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 6. Add Fractions on a Number Line | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 9-5 Common Multiples and Least Common Multiple | |
| 1. Add Fractions with Like Denominators | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP6 Attend to precision.</p> |
| 2. Subtract Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Identify Two-Dimensional Shapes | <p>5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|--|--|
| 4. Subtract Fractions with Like Denominators | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 9-6 Finding Common Denominators | |
| 1. Classify Angles | <p>5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Estimate Quotients | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Add and Subtract Fractions with Like Denominators | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP6 Attend to precision.</p> |
| 4. Add and Subtract Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|--|--|
| 5. Solve Multiple-Step Problems | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 9-7 Adding Fractions with Unlike Denominators | |
| 1. Find Least Common Multiple | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 2. Relate Equivalent Fractions and Decimals | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Divide Whole Numbers | <p>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.</p> <p>MP4 Model with mathematics.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 4. Solve Two-Step Problems | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 9-8 Subtracting Fractions with Unlike Denominators | |
| 1. Add Fractions with Unlike Denominators | <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP6 Attend to precision.</p> |
| 2. Use Place Value | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Subtract Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 4. Estimate Quotients | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 9-9 More Adding and Subtracting Fractions | |
| 1. Two-Dimensional Shapes | <p>5.G.A.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Round Whole Numbers | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Find Lines of Symmetry | <p>For related content, please see: 5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>Also see Grade 4 4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 4. Add Fractions with Like Denominators | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 9-10 Problem Solving: Draw a Picture and Write an Equation | |
| 1. Solve Multiple-Step Problems | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Solve Equations | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Compare Fractions | <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 4. Add Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Multiplication Properties | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP7 Look for and make use of structure.</p> |
| Topic 10 | |
| 10-1 Improper Fractions and Mixed Numbers | |
| 1. Equations | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Irrelevant Information | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| 3. Angles in a Triangle | <p>5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>4. Expanded Form</p> | <p>For related content, please see: 5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>Also see Grade 4 4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>5. Equivalent Fractions</p> | <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP7 Look for and make use of structure.</p> |
| <p>6. Interpret Remainders</p> | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>7. Develop Problem-Solving Plan</p> | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|--|--|
| 10-2 Estimating Sums and Differences of Mixed Numbers | |
| 1. Algebraic Expressions | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP6 Attend to precision.</p> |
| 2. Solve Multiple-Step Problems | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Subtract Fractions | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 4. Add Fractions | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>5. Angles of a Triangle</p> | <p>For related content, please see: 5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>Also see Grade 4</p> <p>4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>6. Fractions and Decimals on a Number Line</p> | <p>5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p> <p>MP5 Use appropriate tools strategically.</p> |
| <p>7. Algebraic Expressions</p> | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
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| 10-3 Modeling Addition and Subtraction of Mixed Numbers | |
| 1. Multiplying by Multiples of 10 (<i>Grade 4</i>) | <p>For related content, please see: 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>Also see Grade 4 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Describe Division | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Subtract Fractions on a Number Line | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP5 Use appropriate tools strategically.</p> |
| 4. Find Least Common Denominator | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 5. Draw a Picture and Write an Equation | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP5 Use appropriate tools strategically.</p> |
| 10-4 Adding Mixed Numbers | |
| 1. Subtract Fractions with Unlike Denominators | <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP6 Attend to precision.</p> |
| 2. Subtract Fractions with Unlike Denominators | <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Multiple-Step Problem | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Multiple-Step Problem; Add Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>5. Equivalent Fractions</p> | <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP7 Look for and make use of structure.</p> |
| <p>10-5 Subtracting Mixed Numbers</p> | |
| <p>1. Number Patterns: Add Decimals</p> | <p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| <p>2. Add Mixed Numbers</p> | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>3. Find Equivalent Fractions (<i>Grade 4</i>)</p> | <p>For related content, please see: 5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>Also see Grade 4 4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>4. Subtract Decimals</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>5. Reasonableness</p> | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 10-6 More Adding and Subtracting Mixed Numbers | |
| 1. Model Mixed Numbers (<i>Grade 3</i>) | <p>For related content, please see: 5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>Also see Grade 3 3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>MP4 Model with mathematics.</p> |
| 2. Order of Operations | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Decimal Place Value (<i>Grade 4</i>) | <p>For related content, please see: 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.</p> <p>Also see Grade 4 4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>4. Multiple-Step Problem</p> | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>5. Classify Angles (<i>Grade 4</i>)</p> | <p>For related content, please see: 5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>Also see Grade 4 4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>10-7 Problem Solving: Draw a Picture and Write an Equation</p> | |
| <p>1. Divide and Interpret Remainders</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>2. Perimeter; Add Decimals</p> | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>3. Order Mixed Numbers (<i>Grade 3</i>)</p> | <p>For related content, please see: 5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>Also see Grade 3 3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>MP4 Model with mathematics.</p> |
| <p>4. Angles (<i>Grade 4</i>)</p> | <p>For related content, please see: 5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>Also see Grade 4 4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>5. Division with Remainders</p> | <p>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.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| Topic 11 | |
| 11-1 Fractions and Division | |
| 1. Number Patterns | <p>For related content, please see:</p> <p>5.OA.B.4 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. <i>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.</i></p> <p>Also see Grade 4</p> <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| 2. Solve Multiple-Step Problems | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Make an Organized List | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |

enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics

| <p>Grade 5 Topic-Lesson Daily Common Core Review</p> | <p>Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>4. Prime Factorization</p> | <p>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.</p> <p>MP4 Model with mathematics.</p> |
| <p>5. Multiplication Equations</p> | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| <p>6. Compare Greater Numbers</p> | <p>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 $\frac{1}{10}$ of what it represents in the place to its left.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>11-2 Multiplying Fractions and Whole Numbers</p> | |
| <p>1. Analyze Problems by Observing Patterns</p> | <p>For related content, please see: 5.OA.B.4 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. <i>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.</i></p> <p>Also see Grade 4 4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| <p>2. Determine Prime Numbers</p> | <p>For related content, please see: Also see Grade 4 4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>3. Compute Elapsed Time</p> | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP7 Look for and make use of structure.</p> |
| <p>4. Extend Patterns</p> | <p>For related content, please see: Also see Grade 4</p> <p>5.OA.B.4 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. <i>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.</i></p> <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>5. Order Fractions</p> | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>6. Express Mixed Numbers as Improper Fractions</p> | <p>5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). 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. <i>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?</i></p> <p>MP6 Attend to precision.</p> |
| <p>11-3 Estimating Products</p> | |
| <p>1. Compare Fractions and Decimals</p> | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 2. Fraction of a Set | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Work Backward | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Use Reasoning and Add Decimals | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Exact Answer or Estimate | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 6. Order Decimals | <p>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 $\frac{1}{10}$ of what it represents in the place to its left.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 7. Evaluate Expressions | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP6 Attend to precision.</p> |
| 8. Multiply Whole Numbers and Decimals | <p>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.</p> <p>MP6 Attend to precision.</p> |
| 11-4 Multiplying Two Fractions | |
| 1. Multiply with Fractions | <p>5.NF.B.4a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</p> <p>MP6 Attend to precision.</p> |
| 2. Solve Problems Involving Fractions | <p>5.NF.B.4a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 3. Decimal Equivalents for Fractions | <p>5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). 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. <i>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?</i></p> <p>MP6 Attend to precision.</p> |
| 4. Solve Problems Involving Fractions | <p>5.NF.B.4a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Solve Problems Involving Fractions | <p>5.NF.B.4a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Multiply with Fractions | <p>5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 11-5 Area of a Rectangle | |
| 1. Subtract Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Model Decimals | <p>5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Find the Perimeter of a Rectangle | <p>5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Equivalent Fractions | <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Order of Operations | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 11-6 Multiplying Mixed Numbers | |
| 1. Multiply Fractions | <p>5.NF.B.4a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</p> <p>MP6 Attend to precision.</p> |
| 2. Solve Problems Involving Fractions | <p>5.NF.B.4a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Identify Points on a Number Line | <p>5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 4. Solve Problems Involving Fractions | <p>5.NF.B.4a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 5. Solve Problems Involving Fractions | <p>5.NF.B.4a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Multiply Fractions | <p>5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>MP6 Attend to precision.</p> |
| 11-7 Multiplication as Scaling | |
| 1. Compare Decimals | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Order of Operations | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Evaluate Algebraic Expressions | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Round Decimals | <p>5.NBT.A.4 Use place value understanding to round decimals to any place.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>5. Multiply Decimals</p> | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>6. Multiply Fractions</p> | <p>5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>MP6 Attend to precision.</p> |
| <p>7. Multiply with Fractions</p> | <p>5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>8. Multiply with Fractions</p> | <p>5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>9. Find the Area of a Rectangle</p> | <p>5.NF.B.4b 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.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 11-8 Problem Solving: Multiple-Step Problems | |
| 1. Convert Units | <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Convert Units of Time | <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Prime Factorization | <p>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.</p> <p>MP4 Model with mathematics.</p> |
| 4. Solve Equations | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>5. Patterns</p> | <p>For related content, please see: 5.OA.B.4 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. <i>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.</i></p> <p>Also see Grade 4 4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| <p>6. Subtract Fractions</p> | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i></p> <p>MP6 Attend to precision.</p> |
| <p>11-9 Dividing Whole Numbers by Unit Fractions</p> | |
| <p>1. Multiply Mixed Numbers</p> | <p>5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|--|--|
| 2. Multiply Mixed Numbers | <p>5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Compare Fractions and Decimals | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Multiply Mixed Numbers | <p>5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Multiply Mixed Numbers | <p>5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 11-10 Dividing Unit Fractions by Non-Zero Whole Numbers | |
| 1. Multiply Fractions | <p>5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>MP6 Attend to precision.</p> |
| 2. Subtract Fractions | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>3. Equivalent Fractions</p> | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP7 Look for and make use of structure.</p> |
| <p>4. Extend Patterns</p> | <p>5.OA.B.3 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. <i>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.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| <p>5. Find a Rule</p> | <p>5.OA.B.3 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. <i>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.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| <p>6. Multiply Fractions</p> | <p>5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|--|--|
| 11-11 Problem Solving: Draw a Picture and Write an Equation | |
| 1. Divide by a Unit Fraction | <p>5.NF.B.7a 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 $(1/12) \times 4 = 1/3$.</p> <p>MP4 Model with mathematics.</p> |
| 2. Divide with Fractions | <p>5.NF.B.7a 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 $(1/12) \times 4 = 1/3$.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Multiply Mixed Numbers | <p>5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>MP6 Attend to precision.</p> |
| 4. Divide by Fractions | <p>5.NF.B.7a 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 $(1/12) \times 4 = 1/3$.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Divide by Fractions | <p>5.NF.B.7a 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 $(1/12) \times 4 = 1/3$.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| Topic 12 | |
| 12-1 Solids | |
| 1. Simplify Fractions (<i>Grade 4</i>) | <p>For related content, please see: 5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>Also see Grade 4 4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Multiplication (<i>Grade 4</i>) | <p>For related content, please see: 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>Also see Grade 4 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Estimate Quotients | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 4. Area of Triangles | <p>For related content, please see: 5.NF.B.4b 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Demonstrate Understanding of Area and Perimeter | <p>5.NF.B.4b 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 12-2 Views of Solids | |
| 1. Draw a Picture To Solve a Problem | <p>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.</p> <p>MP5 Use appropriate tools strategically.</p> |
| 2. Area of Squares and Rectangles | <p>5.NF.B.4b 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.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>3. Identify Solids</p> | <p>5.MD.C.5a 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.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>4. Area of Squares and Rectangles</p> | <p>5.NF.B.4b 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.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>12-3 Problem Solving: Use Objects and Solve a Simpler Problem</p> | |
| <p>1. Calculate Area of an irregular Shape</p> | <p>5.NF.B.4b 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.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>2. Identify Number of Edges of a Solid</p> | <p>5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>3. Calculate Area of a Triangle</p> | <p>For related content, please see: 5.NF.B.4b 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.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>4. Convert Customary Units of Weight</p> | <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>5. Division Property of Equality</p> | <p>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.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| <p>12-4 Models and Volume</p> | |
| <p>1. Solve Division Problems</p> | <p>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.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>2. Identify Solids from Nets</p> | <p>5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>3. Round Whole Numbers</p> | <p>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 $\frac{1}{10}$ of what it represents in the place to its left.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>4. Identify and Combine Values of Money in Cents and Dollars</p> | <p>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.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>5. Identify Rules for Number Patterns</p> | <p>5.OA.B.4 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. <i>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.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 12-5 Volume | |
| 1. Models and Volume | <p>5.MD.C.5a 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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 2. Solve Non-Routine Problems | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Find Areas of Rectangles | <p>5.NF.B.4b 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Find Least Common Denominator | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 5. Compare Volumes | <p>5.MD.C.5a 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 12-6 Combining Volumes | |
| 1. Equivalent Mixed Numbers and Improper Fractions | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Add and Subtract Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Solve Multiplication Problems (<i>Grade 4</i>) | <p>For related content, please see: 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>Also see Grade 4 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|--|--|
| 4. Find Areas of Triangles | <p>For related content, please see: 5.NF.B.4b 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 5. Model Decimals (<i>Grade 4</i>) | <p>For related content, please see: 5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>Also see Grade 4 4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. Related Content</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Solve Division Problems with Remainders | <p>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.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 12-7 Problem Solving: Use Objects and Reasoning | |
| 1. Find Volume | <p>5.MD.C.5b 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.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>2. Write Fractions in Simplest Form</p> | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>3. Estimate Sums of Fractions</p> | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>4. Solve Equations</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>5. Solve Equations</p> | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>Topic 13</p> | |
| <p>13-1 Converting Customary Units of Length</p> | |
| <p>1. Find Patterns (<i>Grade 4</i>)</p> | <p>For related content, please see: 5.OA.B.4 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. <i>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.</i></p> <p>Also see Grade 4 4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| <p>2. Estimate Sums of Fractions</p> | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 3. Subtract Fractions and Mixed Numbers | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP4 Model with mathematics.</p> |
| 4. Subtract Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Measure Length | <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 13-2 Converting Customary Units of Capacity | |
| 1. Find the Area of a Rectangle | <p>5.NF.B.4b 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Find Volume | <p>5.MD.C.5b 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.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 3. Convert Customary Units of Length | <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Interpret Remainders | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Identify Fractions | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i></p> <p>MP7 Look for and make use of structure.</p> |
| 13-3 Converting Customary Units of Weight | |
| 1. Add and Subtract Mixed Numbers | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>2. Add Mixed Numbers</p> | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP4 Model with mathematics.</p> |
| <p>3. Equivalent Mixed Numbers and Improper Fractions</p> | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>4. Solve Algebraic Equations</p> | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP6 Attend to precision.</p> |
| <p>5. Understand Fractions</p> | <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| <p>13-4 Converting Metric Units of Length</p> | |
| <p>1. Round Decimals (<i>Grade 4</i>)</p> | <p>For related content, please see: 5.NBT.A.4 Use place value understanding to round decimals to any place.</p> <p>Also see Grade 4 4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place. Related Content</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>2. Measure Length with Customary Units</p> | <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>MP6 Attend to precision.</p> |
| <p>3. Find Common Denominators</p> | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP7 Look for and make use of structure.</p> |
| <p>4. Represent Fractions (<i>Grade 3</i>)</p> | <p>For related content, please see:</p> <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>Also see Grade 3</p> <p>3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|--|--|
| 5. Relate Decimals and Percents (<i>Grade 4</i>) | <p>For related content, please see: 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.</p> <p>Also see Grade 4 4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram. Related Content</p> <p>MP7 Look for and make use of structure.</p> |
| 6. Write and Evaluate Expressions (<i>Grade 4</i>) | <p>For related content, please see: 5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>Also see Grade 4 4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. Related Content</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 13-5 Converting Metric Units of Capacity | |
| 1. Convert Metric Units of Length | <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>2. Find Perimeter</p> | <p>For related content, please see: 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>Also see Grade 4 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>3. Classify Angles</p> | <p>5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>4. Convert Metric Units of Length</p> | <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>5. Convert Fractions to Decimals</p> | <p>5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). 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. <i>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?</i></p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>6. Subtract Decimals</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>13-6 Converting Metric Units of Mass</p> | |
| <p>1. Add Fractions with Unlike Denominators</p> | <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>2. Subtract Mixed Numbers</p> | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>3. Order of Operations</p> | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>4. Convert Customary Units of Length</p> | <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>5. Draw a Picture and Write an Equation</p> | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| <p>13-7 Problem Solving: Multiple-Step Problems</p> | |
| <p>1. Convert Metric Units of Mass</p> | <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>2. Identify Parallel Lines</p> | <p>For related content, please see: 5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>Also see Grade 4 4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>3. Describe Relationships Mathematically</p> | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP6 Attend to precision.</p> |
| <p>4. Convert Metric Units of Mass</p> | <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>5. Simplify Fractions Solve Multi-Step Problems</p> | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>6. Divide Whole Numbers and Interpret Remainders</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| Topic 14 | |
| 14-1 Line Plots | |
| 1. Convert Decimals to Fractions | <p>5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). 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. <i>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?</i></p> <p>MP7 Look for and make use of structure.</p> |
| 2. Division | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Compare Decimals | <p>5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Parentheses | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|---|
| <p>5. Rounding</p> | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>6. Solids</p> | <p>5.G.A.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>7. Subtraction</p> | <p>For related content, please see:</p> <p>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.</p> <p>Also see Grade 4</p> <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| <p>14-2 Data from Surveys</p> | |
| <p>1. Use a Number Line to Work Backward</p> | <p>5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p> <p>MP5 Use appropriate tools strategically.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 2. Work Backward | <p>5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Elapsed Time | <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Evaluate Expressions | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP6 Attend to precision.</p> |
| 5. Work Backward | <p>5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 14-3 Making Line Plots | |
| 1. Order Mixed Numbers | <p>5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 2. Compare Mixed Numbers | <p>5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Order Fractions | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Compare Fractions | <p>5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 5. Order Decimals and Fractions | <p>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 $\frac{1}{10}$ of what it represents in the place to its left.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 14-4 Measurement Data | |
| 1. Order Mixed Numbers | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Compare Fractions | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Add Mixed Numbers | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP7 Look for and make use of structure.</p> |
| 4. Multiply Mixed Numbers | <p>5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>MP6 Attend to precision.</p> |
| 5. Multiply Mixed Numbers | <p>5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 14-5 Problem Solving: Writing to Explain | |
| 1. Numbers in Standard Form (<i>Grade 4</i>) | <p>For related content, please see: 5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>Also see Grade 4 4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Lines of Symmetry (<i>Grade 4</i>) | <p>For related content, please see: 5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>Also see Grade 4 4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Identify Missing Information | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 4. Solve an Equation | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>MP7 Look for and make use of structure.</p> |
| 5. Estimate Products (<i>Grade 4</i>) | <p>For related content, please see: 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>Also see Grade 4 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| Topic 15 | |
| 15-1 Polygons | |
| 1. Algebraic Expressions | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP5 Use appropriate tools strategically.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>2. Algebraic Expressions</p> | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP6 Attend to precision.</p> |
| <p>3. Division with Whole Numbers</p> | <p>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.</p> <p>MP6 Attend to precision.</p> |
| <p>4. Division with Mixed Numbers</p> | <p>5.NF.B.7c 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. <i>For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$-cup servings are in 2 cups of raisins?</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>5. Add Fractions</p> | <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.</i></p> <p>MP4 Model with mathematics.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 6. Subtract Decimals | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 15-2 Triangles | |
| 1. Classify Polygons | <p>5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Identify Geometric Attributes | <p>5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Classify Polygons | <p>5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>MP7 Look for and make use of structure.</p> |
| 4. Order Mixed Numbers | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 15-3 Properties of Quadrilaterals | |
| 1. Classify Triangles | <p>5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>2. Classify Polygons</p> | <p>5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>3. Algebraic Expressions</p> | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>4. Classify Triangles</p> | <p>5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>5. Convert Mixed Numbers to Improper Fractions</p> | <p>5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). 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. <i>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?</i></p> <p>MP7 Look for and make use of structure.</p> |
| <p>6. Prime Factorization</p> | <p>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.</p> <p>MP4 Model with mathematics.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 15-4 Special Quadrilaterals | |
| 1. Writing Algebraic Expressions | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP6 Attend to precision.</p> |
| 2. Dividing Whole Numbers | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 3. Writing Algebraic Expressions | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP6 Attend to precision.</p> |
| 4. Multiplying Whole Numbers | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|--|
| 5. Dividing Whole Numbers | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 6. Writing and Evaluating Algebraic Expressions | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 15-5 Classifying Quadrilaterals | |
| 1. Finding Area | <p>For related content, please see: 5.NF.B.4b 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.</p> <p>MP7 Look for and make use of structure.</p> |
| 2. Dividing Whole Numbers | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|--|---|
| 3. Multiplying Whole Numbers | 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm. MP6 Attend to precision. |
| 4. Understanding Fractions | 5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. MP2 Reason abstractly and quantitatively. |
| 5. Comparing Fractions | 5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i> MP2 Reason abstractly and quantitatively. |
| 6. Finding Area | 5.NF.B.4b 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. MP7 Look for and make use of structure. |
| 15-6 Problem Solving: Make and Test Generalizations | |
| 1. Identify Quadrilaterals | 5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. MP7 Look for and make use of structure. |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 2. Measure Angles | <p>5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>MP7 Look for and make use of structure.</p> |
| 3. Multiple-Step Problems | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 4. Subtract Decimals | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Multiply Whole Numbers | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP6 Attend to precision.</p> |
| Topic 16 | |
| 16-1 Ordered Pairs | |
| 1. Relate Fractions and Decimals | <p>For related content, please see: Also see Grade 4</p> <p>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.</p> <p>4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p> <p>MP7 Look for and make use of structure.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
|--|--|
| <p>2. Evaluate Exponents</p> | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP7 Look for and make use of structure.</p> |
| <p>3. Divide Using Mental Math</p> | <p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| <p>4. Divide With Zero in the Dividend</p> | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>5. Interpret Remainders</p> | <p>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.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 16-2 Distances on a Coordinate Plane | |
| 1. Identify Ordered Pairs | <p>5.G.A.1 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).</p> <p>MP5 Use appropriate tools strategically.</p> |
| 2. Represent Fractions | <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Use Order of Operations | <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>MP6 Attend to precision.</p> |
| 4. Solve Multiple-Step Problems | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|--|---|
| 5. Check Multiplication for Reasonableness | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |
| 16-3 Problem Solving: Solve a Simpler Problem | |
| 1. Interpret Ordered Pairs | <p>5.G.A.1 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).</p> <p>MP5 Use appropriate tools strategically.</p> |
| 2. Distance on a Coordinate Grid | <p>5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p>MP4 Model with mathematics.</p> |
| 3. Fractions | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 4. Divide Whole Numbers | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 5. Solve Multi-Step Problems | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 16-4 Patterns and Graphing | |
| 1. Determine Factors | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Exponents | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP6 Attend to precision.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p style="text-align: center;">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p style="text-align: center;">Common Core State Standard for Mathematics Grade 5</p> |
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| 3. Divide Whole Numbers With 2-Digit Divisors | <p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 4. Solve Real-World Problems | <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 5. Solve a Simpler Problem | <p>5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p>MP4 Model with mathematics.</p> |
| 6. Distance on a Coordinate Grid | <p>5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 16-5 More Patterns and Graphing | |
| 1. Plot Ordered Pairs | <p>5.G.A.1 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).</p> <p>MP5 Use appropriate tools strategically.</p> |
| 2. Equivalent Fractions | <p>5.NF.A. 1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 3. Generate Algebraic Rules | <p>5.OA.B.3 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. <i>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.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| Grade 5 Topic-Lesson Daily Common Core Review | Common Core State Standard for Mathematics Grade 5 |
|---|---|
| 4. Solve Multi-Step Problems | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP6 Attend to precision.</p> |
| 5. Write and Solve an Equation | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |
| 16-6 Problem Solving: Work Backward | |
| 1. Write Linear Equations | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| 2. Evaluate Algebraic Expressions | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP1 Make sense of problems and persevere in solving them.</p> |

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

| <p align="center">Grade 5 Topic-Lesson Daily Common Core Review</p> | <p align="center">Common Core State Standard for Mathematics Grade 5</p> |
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| <p>3. Evaluate Algebraic Expressions</p> | <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i></p> <p>MP2 Reason abstractly and quantitatively.</p> |
| <p>4. Write Ordered Pairs</p> | <p>5.OA.B.3 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. <i>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.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |
| <p>5. Evaluate Algebraic Expressions</p> | <p>5.OA.B.3 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. <i>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.</i></p> <p>MP8 Look for and express regularity in repeated reasoning.</p> |