

A Correlation of



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To the

**Archdiocese of Cincinnati  
2012 Graded Course of Study (G.C.S.)  
for Mathematics  
Grade 5**

**Table of Contents**

Six Principles for School Mathematics.....	1
Math Instructional Critical Areas .....	7
Mathematical Standards.....	12
Appendix A .....	25

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2012 Graded Course of Study (G.C.S.) for Mathematics Grade 5

<p style="text-align: center;"><b>Archdiocese of Cincinnati Six Principles for School Mathematics</b></p>	<p style="text-align: center;"><b>enVisionmath2.0 Grade 5</b></p>
<p><b>Equity.</b> Excellence in mathematics education requires equity – high expectations and strong support for all students.</p> <p>Achieving equity requires a significant allocation of human and material resources in schools and classrooms. Instructional tools, curriculum materials, special supplemental programs and the skillful use of community resources undoubtedly play important roles. An even more important component is the professional development of teachers. Teachers need help to understand the strengths and needs of students who come from diverse linguistic and cultural background who have specific disabilities or who possess a special talent and interest in mathematics. To accommodate differences among students effectively and sensitively, teachers also need to understand and confront their own beliefs and biases.</p>	<p>The <b>enVisionmath2.0</b> program plays a significant role in enhancing the equity of the student experience. Students at every level of development have unique needs that are addressed, encouraged and met throughout the learning experience. Each topic and lesson include application problems that allow students to bring their real-world experiences into the classroom. This is evident in the “Math and Science Project” at the beginning of each lesson, as well as the real-world application problems found throughout the materials. Students are continually assessed for necessary interventions which result in follow-up additional help or advanced activities. The strengths and needs of English Language Learners are also attended to throughout each topic. Support for teachers is strong throughout the program as well. Pearson provides professional development videos and services to help teachers develop into even stronger educators. Pearsonrealize.com and PearsonPD.com are two of the resources teachers can use in addition to the Teacher’s Edition of the text.</p> <p>For specific examples, please see:  <b>SE: Topic 1:</b> 1, 11-16, 17-22; <b>Topic 5:</b> 237, 251-256, 263-268; <b>Topic 10:</b> 583, 599-604, 611-616;  <b>Topic 15:</b> 809, 813-818, 819-824</p> <p><b>TE: Topic 1:</b> 1, 11A-16, 17A-22; <b>Topic 5:</b> 237, 251A-256, 263A-268; <b>Topic 10:</b> 583, 599A-604, 611A-616; <b>Topic 15:</b> 809, 813A-818, 819A-824</p>

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<p><b>Curriculum.</b> A curriculum is more than a collection of activities; it must be coherent, focused on important mathematics and well-articulated across the grades.</p> <p>A school mathematics curriculum is a strong determinant of what students have an opportunity to learn and what they do learn. In a coherent curriculum, mathematical ideas are linked to and build on one another so that students' understanding and knowledge deepens and their ability to apply mathematics expands. An effective mathematics curriculum focuses on important mathematics – mathematics that will prepare students for continued study and for solving problems in a variety of school, home and work settings. A well-articulated curriculum challenges students to learn increasingly more sophisticated mathematical ideas as they continue their studies.</p>	<p><b>enVisionmath2.0</b> is strategically designed to develop a complete individual mathematical experience for each student. From Kindergarten to Grade 8, students learn at developmentally appropriate levels and paces. They build upon previous knowledge and mathematical skills to eventually have a complete understanding of each topic. As the activities, discussions, technology, practice, assessments, and interventions are all woven together into a complete experience, <b>enVisionmath2.0</b> students become fully equipped to engage the world of mathematics and apply each concept in real-world contexts. A snapshot of the design can be seen in the Lesson Overview of each lesson in the Teacher's Edition of the text. Focus, Coherence, and Rigor are all highlighted and explain the objective of the lesson, essential understanding, knowledge from previous grades, and the emphasis of the lesson.</p> <p>For specific examples, please see:  <b>SE: Topic 2:</b> 59-64, 65-70; <b>Topic 6:</b> 301-306, 307-312; <b>Topic 11:</b> 645-650, 657-662;  <b>Topic 16:</b> 851-856, 857-862</p> <p><b>TE: Topic 2:</b> 59A-64, 65A-70; <b>Topic 6:</b> 301A-306, 307A-312; <b>Topic 11:</b> 645A-650, 657A-662;  <b>Topic 16:</b> 851A-856, 857A-862</p>

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<p><b>Teaching.</b> Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well.</p> <p>To be effective, teachers must know and understand deeply the mathematics they are teaching and be able to draw on that knowledge with flexibility in their teaching tasks. They need to understand and be committed to their students as learners of mathematics and as human beings and be skillful in choosing from and using a variety of pedagogical and assessment strategies (National Commission on Teaching and America’s Future 1996). In addition, effective teaching requires reflection and continual efforts to seek improvement. Teachers must have frequent and ample opportunities and resources to enhance and refresh their knowledge.</p>	<p><b>enVisionmath2.0</b> supports teachers in their desire to teach students in the most effective way possible. Each Teacher’s Edition includes explanations, examples, and creative ideas on how to engage students in the mathematical topics. Each lesson overview includes explanations of the Focus, Coherence, and Rigor in each lesson as a way to enhance ongoing professional development. Teachers are guided through each lesson and given direction on new ways to present the content, guide student discussion, and identify common errors that may need to be addressed. Pearsonrealize.com and PearsonPD.com include an endless library of teaching tools, professional development videos, evidence-based teaching strategies, and instructional guides for helping students toward long-term success.</p> <p>For specific examples, please see:  <b>SE: Topic 3:</b> 113-118, 119-124; <b>Topic 7:</b> 401-406, 407-412; <b>Topic 12:</b> 699-704, 705-710; <b>Topic 14:</b> 777-782, 783-788</p> <p><b>TE: Topic 3:</b> 113A-118, 119A-124; <b>Topic 7:</b> 401A-406, 407A-412; <b>Topic 12:</b> 699A-704, 705A-710; <b>Topic 14:</b> 777A-782, 783A-788</p>

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<p><b>Learning.</b> Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.</p> <p>The kinds of experiences teachers provide clearly play a major role in determining the extent and quality of students’ learning. Students’ understanding of mathematical ideas can be built throughout their school years if they actively engage in tasks and experiences designed to deepen and connect their knowledge. Learning with understanding can be further enhanced by classroom interactions, as students propose mathematical ideas and conjectures, learn to evaluate their own thinking and that of others and develop mathematical reasoning skills. Classroom discourse and social interaction can be used to promote the recognition of connections among ideas and the reorganization of knowledge. By having students talk about their informal strategies, teachers can help them become aware of, and build on, their implicit informal knowledge. Moreover, in such settings, procedural fluency and conceptual understanding can be developed through problem solving reasoning and argumentation.</p>	<p>Students are given a multitude of opportunities to experience mathematics and build upon their prior knowledge as they work through the <b>enVisionmath2.0</b> curriculum. Each lesson is full of engaging, challenging, and instructional activities that aid in student learning. Each lesson in the Teacher’s Edition begins with an overview of the design of each lesson (Focus, Coherence, and Rigor). Students are introduced to a specific problem which illustrates the topic of the lesson, and they engage in discussion as they explore the information. Students learn visually from colorful pictures and mathematical models that illustrate the concepts. Students engage in interactive activities both with their peers and with digital interactives. Finally, students exhibit their understanding of the topic as they complete homework and practice assignments.</p> <p>For specific examples, please see:  <b>SE: Topic 4:</b> 201-206, 207-212; <b>Topic 8:</b> 475-480, 481-486; <b>Topic 13:</b> 747-752, 753-758;  <b>Topic 16:</b> 863-868, 869-874</p> <p><b>TE: Topic 4:</b> 201A-206, 207A-212; <b>Topic 8:</b> 475A-480, 481A-486; <b>Topic 13:</b> 747A-752, 753A-758;  <b>Topic 16:</b> 863A-868, 869A-874</p>

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<p><b>Assessment.</b> Assessment should support the learning of important mathematics and furnish useful information to both teachers and students.</p> <p>The Assessment Standards for School Mathematics (NCTM, 1995) presented six standards about exemplary mathematics assessment. They addressed how assessment should – reflect the mathematics that students should know and be able to do; enhance mathematics learning; promote equity; be an open process; promote valid inference; be a coherent process.</p>	<p>Throughout the <b>enVisionmath2.0</b> program, students are assessed in a number of ways to track their progress and enhance their learning experience. Students are informally assessed in real-time as class discussions and activities engage students in the learning process. Each lesson includes a section entitled, “Assess and Differentiate.” Students are assigned an intervention activity, which indicates whether a student has grasped the concept of the lesson. The result allows teachers to spend additional time with students who may need more instruction as well as provide on-level and advanced activities for students who are ready to expand their understanding of the topic. The Student Edition also includes two pages of homework and practice at the end of each lesson. In addition to daily formative assessments during each lesson, students are also formally assessed through diagnostic assessments at the beginning of the year and each topic. Summative assessments measure the mastery each student achieves at the end of each topic, after a group of topics, and at the end of the academic year.</p> <p>For specific examples, please see:  <b>SE: Topic 1:</b> 23-28, 29-34; <b>Topic Assessment:</b> 51-52; <b>Topic Performance Assessment:</b> 53-54;  <b>Topic 9:</b> 527-532, 533-538; <b>Topic Assessment:</b> 579-580; <b>Topic Performance Assessment:</b> 581-582; <b>Topic 15:</b> 813-818, 819-824; <b>Topic Assessment:</b> 841-842; <b>Topic Performance Assessment:</b> 843-844</p> <p><b>TE: Topic 1:</b> 23A-28, 29A-34; <b>Topic Assessment:</b> 51-52; <b>Topic Performance Assessment:</b> 53-54; <b>Topic 9:</b> 527A-532, 533A-538; <b>Topic Assessment:</b> 579-580; <b>Topic Performance Assessment:</b> 581-582; <b>Topic 15:</b> 813A-818, 819A-824; <b>Topic Assessment:</b> 841-842; <b>Topic Performance Assessment:</b> 843-844</p>

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<p><b>Technology.</b> Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.</p> <p>Electronic technologies – calculators and computers – are essential tools for teaching, learning and doing mathematics. They furnish visual images of mathematical ideas, they facilitate organizing and analyzing data and they compute efficiently and accurately. They can support investigation by students in every area of mathematics, including geometry, statistics, algebra, measurement and number. When technological tools are available, students can focus on decision making, reflection, reasoning and problem solving.</p>	<p><b>enVisionmath2.0</b> integrates multiple opportunities for students and teachers to utilize technology as an enhancement to the learning and teaching experience. This program includes both online access and CD-ROM materials that provide an interactive technical enhancement to the learning experience. Each topic includes digital opportunities such as <b>Visual Learning Animation Plus, Convince Me!, Animated Glossary, Practice Buddy, Math Tools and Math Games, and more.</b> All of these activities and learning tools can be found at <a href="http://pearsonrealize.com">pearsonrealize.com</a> as well as links embedded within the eTexts (student edition online). Teachers also benefit from the technology within the program. <a href="http://Pearsonrealize.com">Pearsonrealize.com</a> offers flexibility in planning, teaching, learning and progress monitoring. It is easy to navigate, assign resources, search, customize, plan, assess, and analyze data.</p> <p>For specific examples, please see:  <b>SE: Topic 6:</b> 337-342, 343-348; <b>Topic 8:</b> 481-486, 487-492; <b>Topic 10:</b> 599-604, 605-610; <b>Topic 12:</b> 705-710, 711-776</p> <p><b>TE: Topic 6:</b> 337A-342, 343A-348; <b>Topic 8:</b> 481A-486, 487A-492; <b>Topic 10:</b> 599A-604, 605A-610; <b>Topic 12:</b> 705A-710, 711A-776</p>



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<b>Archdiocese of Cincinnati Math Instructional Critical Areas Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<p><b>STANDARD 1 – DIVISION OF WHOLE NUMBERS (1<sup>st</sup> and 2<sup>nd</sup> Quarters - 34 Days (E.I.T) CCS 5.NBT, 10 Days CCS NF)</b> Students develop an understanding of why division procedures work, based on the meaning of base-ten numerals and properties of operations. They develop fluency in computation and make reasonable estimates of their results. Students are able to understand and explain why the procedures for multiplying and dividing make sense.</p>	<p><b>enVisionmath2.0</b> helps students to develop a deeper understanding of division in Topic 5 (8 days): <i>Use Models and Strategies to Divide Whole Numbers</i>, Topic 6 (9 days): <i>Use Models and Strategies to Divide Decimals</i>, and Topic 9 (8 days): <i>Apply Understanding of Division to Divide Fractions</i>. Students apply patterns, estimates, partial quotients, and other models to whole number division. Then extend the operation into decimals and fractions.</p> <p>For a visual representation of the pacing guide and wheel, please see Appendix A. This is also available in the Teacher’s Edition Program Overview for Grade 5. On page 6, you will see a clear representation of the pacing wheel and how each of the standard clusters are represented throughout the curriculum. On page 23A of the Program Overview, the program pacing is listed by topic, content, and number of days each topic is covered. The pacing wheel is also accessible in each of the Grade 5 Teacher’s Editions (Vol. 1 and 2, page F4).</p>

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<b>Archdiocese of Cincinnati Math Instructional Critical Areas Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<p><b>STANDARD 2 – ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION OF FRACTIONS AND DECIMALS</b> <b>(2<sup>nd</sup> Quarter - 34 Days (E.I.T) CCS 5.OA)</b></p> <p>Students apply their knowledge and understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions and can make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. Students also apply their understanding of models for decimals, decimal notation and properties of operations to add and subtract decimals to hundredths. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and fractions and the relationship between finite decimals and whole numbers, to understand and explain why the procedures for multiplying and dividing finite decimals make sense. Students compute products and quotients of decimals to hundredths efficiently and accurately.</p>	<p><b>enVisionmath2.0</b> extends students' understanding of the four operations to be used in more complex problem situations. Topic 2 (7 days): <i>Add and Subtract Decimals to Hundredths</i> uses mental math, estimation, and other models to help students as they add and subtract decimals. Then, in Topic 4 (10 days): <i>Use Models and Strategies to Multiply Decimals</i> and Topic 6 (9 days): <i>Use Models and Strategies to Divide Decimals</i>, students use properties, estimation, number sense, and other models to apply multiplication and division with decimals. Topic 7 (12 days): <i>Use Equivalent Fractions to Add and Subtract Fractions</i> focuses on estimating sums/differences of fractions, finding common denominators, estimating, working with mixed numbers, and using other models to apply addition and subtraction to fraction problems. Finally, in Topic 8 (9 days): <i>Apply Understanding of Multiplication to Multiply Fractions</i> and Topic 9 (8 days): <i>Apply Understanding of Division to Divide Fractions</i> both integrate multiplication and division into the world of fractions. Grade 5 brings together a basic understanding of the four operations and smaller numbers in the number system.</p> <p>For a visual representation of the pacing guide and wheel, please see Appendix A. This is also available in the Teacher's Edition Program Overview for Grade 5. On page 6, you will see a clear representation of the pacing wheel and how each of the standard clusters are represented throughout the curriculum. On page 23A of the Program Overview, the program pacing is listed by topic, content, and number of days each topic is covered. The pacing wheel is also accessible in each of the Grade 5 Teacher's Editions (Vol. 1 and 2, page F4).</p>

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<p><b>STANDARD 3 – ALGEBRAIC OPERATIONS (2<sup>nd</sup> and 3<sup>rd</sup> Quarters - 10 Days (E.I.T) CCS 5.OA, 15 Days)</b></p> <p>Students develop, to a higher level, the fundamental concept of the order of operations which include exponents and parentheses, brackets or braces in numerical expression. Students at this level write simple algebraic expressions.</p>	<p>Students gain a better understanding of Algebra in Topic 13 (5 days): <i>Write and Interpret Numerical Expressions</i>, and Topic 15 (4 days): <i>Algebra: Analyze Patterns and Relationships</i>. Students learn to use order of operations to evaluate and interpret numerical expressions. They also analyze numerical patterns and relationships and relate these findings to graphs.</p> <p>For a visual representation of the pacing guide and wheel, please see Appendix A. This is also available in the Teacher’s Edition Program Overview for Grade 5. On page 6, you will see a clear representation of the pacing wheel and how each of the standard clusters are represented throughout the curriculum. On page 23A of the Program Overview, the program pacing is listed by topic, content, and number of days each topic is covered. The pacing wheel is also accessible in each of the Grade 5 Teacher’s Editions (Vol. 1 and 2, page F4).</p>

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<p><b>STANDARD 4 – GEOMETRY</b> <b>(3<sup>rd</sup> Quarter – 29 Days (E.I.T.) CCS 5.G)</b> Students develop the idea of linking an algebraic equation to a graph, by ordered pairs that fit in a linear equation, plotting as points in a grid and drawing the resulting straight line. Students also learn to generate two numerical patterns given two given rules. They draw angles, parallel and perpendicular lines, the radius and diameter of circles and other geometric shapes using ruler, compass, protractor and computer drawing programs. They analyze and compare the properties of two-dimensional figures and three-dimensional solids. Students can determine and define the surface area and volume of prisms by using appropriate units and selecting strategies and tools. They develop an understanding of reflectional and rotational symmetry while developing their ability to work in three dimensions.</p>	<p><b>enVisionmath2.0</b> introduces students to the coordinate system in Topic 14 (4 days): <i>Graph Points on the Coordinate Plane</i>. Students learn about how the coordinate plane works and how to graph data using ordered pairs. They solve problems using simple equations and ordered pairs. Then, in Topic 16 (4 days): <i>Geometric Measurement: Classify Two-Dimensional Figures</i>, students classify triangles and quadrilaterals based on their angle measures, shapes, sides, and other measurable attributes.</p> <p>For a visual representation of the pacing guide and wheel, please see Appendix A. This is also available in the Teacher’s Edition Program Overview for Grade 5. On page 6, you will see a clear representation of the pacing wheel and how each of the standard clusters are represented throughout the curriculum. On page 23A of the Program Overview, the program pacing is listed by topic, content, and number of days each topic is covered. The pacing wheel is also accessible in each of the Grade 5 Teacher’s Editions (Vol. 1 and 2, page F4).</p>

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<b>Archdiocese of Cincinnati Math Instructional Critical Areas Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<p><b>STANDARD 5 – MEASUREMENT AND DATA (4<sup>th</sup> Quarter - 44 days (E.I.T) CCS 5.MD)</b> Students develop and use the formulas for calculating perimeters and area of triangles, parallelograms and trapezoids. They recognize volume as an attribute of three-dimensional space and understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. Students learn to construct and describe a graph, showing continuous data of a quantity that changes over time. Students also analyze line graphs and double-bar graphs.</p>	<p>Topic 10 (6 days): <i>Understand Volume Concepts</i> walks students through ways to model volume, develop the formula for volume, and use these skills to find the volume of different types of prisms. Students solve real world application problems using volume. Topic 11 (8 days): <i>Convert Measurements</i> gives students practice in converting units of measure within both the customary and metric systems. They work with length, capacity, and weight/mass and solve problems requiring conversions. Topic 12 (4 days): <i>Represent and Interpret Data</i> gives students an understanding of line plots and how to analyze information about data that is represented in a graph. Students solve word problems using measurement data.</p> <p>For a visual representation of the pacing guide and wheel, please see Appendix A. This is also available in the Teacher’s Edition Program Overview for Grade 5. On page 6, you will see a clear representation of the pacing wheel and how each of the standard clusters are represented throughout the curriculum. On page 23A of the Program Overview, the program pacing is listed by topic, content, and number of days each topic is covered. The pacing wheel is also accessible in each of the Grade 5 Teacher’s Editions (Vol. 1 and 2, page F4).</p>

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<b>Archdiocese of Cincinnati Mathematical Standards Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<b>Mathematical Practices</b>	
1. Make sense of problems and persevere in solving them.	<p>This standard is met throughout <b>enVisionmath2.0 Grade 5</b>, for examples please see:</p> <p><b>SE:</b> F21; <b>Topic 1:</b> 7-8, 46; <b>Topic 2:</b> 78; <b>Topic 3:</b> 120; <b>Topic 4:</b> 184; <b>Topic 5:</b> 246; <b>Topic 6:</b> 343-344; <b>Topic 7:</b> 395-396; <b>Topic 8:</b> 505-506, 509-510; <b>Topic 9:</b> 540; <b>Topic 10:</b> 588; <b>Topic 11:</b> 640; <b>Topic 12:</b> 720; <b>Topic 13:</b> 748; <b>Topic 14:</b> 790; <b>Topic 15:</b> 826, 831-834; <b>Topic 16:</b> 854</p> <p><b>TE:</b> F21-F21A; <b>Topic 1:</b> 7-8, 46; <b>Topic 2:</b> 78; <b>Topic 3:</b> 120; <b>Topic 4:</b> 184; <b>Topic 5:</b> 246; <b>Topic 6:</b> 343A-344; <b>Topic 7:</b> 395A-396; <b>Topic 8:</b> 505A-506, 509-510; <b>Topic 9:</b> 540; <b>Topic 10:</b> 588; <b>Topic 11:</b> 640; <b>Topic 12:</b> 720; <b>Topic 13:</b> 748; <b>Topic 14:</b> 790; <b>Topic 15:</b> 826, 831-834; <b>Topic 16:</b> 854</p>
2. Reason abstractly and quantitatively.	<p>This standard is met throughout <b>enVisionmath2.0 Grade 5</b>, for examples please see:</p> <p><b>SE:</b> F22; <b>Topic 1:</b> 12; <b>Topic 2:</b> 60, 90; <b>Topic 3:</b> 125; <b>Topic 4:</b> 171; <b>Topic 5:</b> 263; <b>Topic 6:</b> 301; <b>Topic 7:</b> 407, 419-420; <b>Topic 8:</b> 463; <b>Topic 9:</b> 528; <b>Topic 10:</b> 588; <b>Topic 11:</b> 664; <b>Topic 12:</b> 699; <b>Topic 13:</b> 760; <b>Topic 14:</b> 795; <b>Topic 15:</b> 819; <b>Topic 16:</b> 851, 872</p> <p><b>TE:</b> F22-F22A; <b>Topic 1:</b> 12; <b>Topic 2:</b> 60, 90; <b>Topic 3:</b> 125; <b>Topic 4:</b> 171A-171; <b>Topic 5:</b> 263A-263; <b>Topic 6:</b> 301A-301; <b>Topic 7:</b> 407A-407, 419A-420; <b>Topic 8:</b> 463A-463; <b>Topic 9:</b> 528; <b>Topic 10:</b> 588; <b>Topic 11:</b> 664; <b>Topic 12:</b> 699A-699; <b>Topic 13:</b> 760; <b>Topic 14:</b> 795A-795; <b>Topic 15:</b> 819A-819; <b>Topic 16:</b> 851A-851, 872</p>

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<b>Archdiocese of Cincinnati Mathematical Standards Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<p>3. Construct viable arguments and critique the reasoning of others.</p>	<p>This standard is met throughout <b>enVisionmath2.0 Grade 5</b>, for examples please see:  <b>SE:</b> F23; <b>Topic 1:</b> 17, 40; <b>Topic 2:</b> 59-60; <b>Topic 3:</b> 119; <b>Topic 4:</b> 177; <b>Topic 5:</b> 250; <b>Topic 6:</b> 338; <b>Topic 7:</b> 425; <b>Topic 8:</b> 459-460, 465-466; <b>Topic 9:</b> 527; <b>Topic 10:</b> 593; <b>Topic 11:</b> 646; <b>Topic 12:</b> 712; <b>Topic 13:</b> 741; <b>Topic 14:</b> 790; <b>Topic 15:</b> 827; <b>Topic 16:</b> 858, 862  <b>TE:</b> F23-F23A; <b>Topic 1:</b> 17, 40; <b>Topic 2:</b> 59A-60; <b>Topic 3:</b> 119A-119; <b>Topic 4:</b> 177A-177; <b>Topic 5:</b> 250; <b>Topic 6:</b> 338; <b>Topic 7:</b> 425A-425; <b>Topic 8:</b> 459-460, 465-466; <b>Topic 9:</b> 527A-527; <b>Topic 10:</b> 593A-593; <b>Topic 11:</b> 646; <b>Topic 12:</b> 712; <b>Topic 13:</b> 741A-741; <b>Topic 14:</b> 790; <b>Topic 15:</b> 827; <b>Topic 16:</b> 858, 862</p>
<p>4. Model with mathematics.</p>	<p>This standard is met throughout <b>enVisionmath2.0 Grade 5</b>, for examples please see:  <b>SE:</b> F24; <b>Topic 1:</b> 5, 8; <b>Topic 2:</b> 62; <b>Topic 3:</b> 139-140; <b>Topic 4:</b> 192; <b>Topic 5:</b> 254; <b>Topic 6:</b> 318; <b>Topic 7:</b> 378, 437; <b>Topic 8:</b> 464; <b>Topic 9:</b> 539-540; <b>Topic 10:</b> 611-612; <b>Topic 11:</b> 656; <b>Topic 12:</b> 722; <b>Topic 13:</b> 762; <b>Topic 14:</b> 798; <b>Topic 15:</b> 830; <b>Topic 16:</b> 856, 866  <b>TE:</b> F24-F24A; <b>Topic 1:</b> 5A-5, 8; <b>Topic 2:</b> 62; <b>Topic 3:</b> 139-140; <b>Topic 4:</b> 192; <b>Topic 5:</b> 254; <b>Topic 6:</b> 318; <b>Topic 7:</b> 378, 437; <b>Topic 8:</b> 464; <b>Topic 9:</b> 539A-540; <b>Topic 10:</b> 611A-612; <b>Topic 11:</b> 656; <b>Topic 12:</b> 722; <b>Topic 13:</b> 762; <b>Topic 14:</b> 798; <b>Topic 15:</b> 830; <b>Topic 16:</b> 856, 866</p>

A Correlation of **enVisionmath2.0**, ©2016 to the  
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<b>Archdiocese of Cincinnati Mathematical Standards Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
5. Use appropriate tools strategically.	<p>This standard is met throughout <b>enVisionmath2.0 Grade 5</b>, for examples please see:</p> <p><b>SE:</b> F25; <b>Topic 1:</b> 5; <b>Topic 2:</b> 71; <b>Topic 3:</b> 113; <b>Topic 4:</b> 189, 195; <b>Topic 5:</b> 251; <b>Topic 6:</b> 313-314; <b>Topic 7:</b> 383, 407; <b>Topic 8:</b> 487; <b>Topic 9:</b> 545, 551; <b>Topic 10:</b> 617-620; <b>Topic 11:</b> 651; <b>Topic 12:</b> 702; <b>Topic 14:</b> 777, 783; <b>Topic 15:</b> 834; <b>Topic 16:</b> 866</p> <p><b>TE:</b> F25-525A; <b>Topic 1:</b> 5A-5; <b>Topic 2:</b> 71A-71; <b>Topic 3:</b> 113A-113; <b>Topic 4:</b> 189A-189, 195A-195; <b>Topic 5:</b> 251A-251; <b>Topic 6:</b> 313A-314; <b>Topic 7:</b> 383A-383, 407A-407; <b>Topic 8:</b> 487A-487; <b>Topic 9:</b> 545A-545, 551A-551; <b>Topic 10:</b> 617A-620; <b>Topic 11:</b> 651A-651; <b>Topic 12:</b> 702; <b>Topic 14:</b> 777A-777, 783A-783; <b>Topic 15:</b> 834; <b>Topic 16:</b> 866</p>
6. Attend to precision.	<p>This standard is met throughout <b>enVisionmath2.0 Grade 5</b>, for examples please see:</p> <p><b>SE:</b> F26; <b>Topic 1:</b> 29, 36; <b>Topic 2:</b> 61; <b>Topic 3:</b> 118; <b>Topic 4:</b> 184; <b>Topic 5:</b> 242; <b>Topic 6:</b> 340; <b>Topic 7:</b> 428; <b>Topic 8:</b> 470, 480; <b>Topic 9:</b> 533; <b>Topic 10:</b> 598; <b>Topic 11:</b> 676; <b>Topic 12:</b> 720, 722; <b>Topic 13:</b> 762; <b>Topic 14:</b> 788; <b>Topic 15:</b> 836; <b>Topic 16:</b> 874</p> <p><b>TE:</b> F26-F26A; <b>Topic 1:</b> 29, 36; <b>Topic 2:</b> 61; <b>Topic 3:</b> 118; <b>Topic 4:</b> 184; <b>Topic 5:</b> 242; <b>Topic 6:</b> 340; <b>Topic 7:</b> 428; <b>Topic 8:</b> 470, 480; <b>Topic 9:</b> 533A-533; <b>Topic 10:</b> 598; <b>Topic 11:</b> 676; <b>Topic 12:</b> 720, 722; <b>Topic 13:</b> 762; <b>Topic 14:</b> 788; <b>Topic 15:</b> 836; <b>Topic 16:</b> 874</p>



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2012 Graded Course of Study (G.C.S.) for Mathematics Grade 5

<p align="center"><b>Archdiocese of Cincinnati Mathematical Standards Grade 5</b></p>	<p align="center"><b>enVisionmath2.0 Grade 5</b></p>
<p>7. Look for and make use of structure.</p>	<p>This standard is met throughout <b>enVisionmath2.0 Grade 5</b>, for examples please see:  <b>SE:</b> F27; <b>Topic 1:</b> 23, 41-44; <b>Topic 2:</b> 92; <b>Topic 3:</b> 113-114; <b>Topic 4:</b> 165-166; <b>Topic 5:</b> 240; <b>Topic 6:</b> 301-303; <b>Topic 7:</b> 382; <b>Topic 8:</b> 458, 500; <b>Topic 9:</b> 540; <b>Topic 10:</b> 605-606, 620; <b>Topic 11:</b> 657; <b>Topic 12:</b> 708; <b>Topic 13:</b> 753; <b>Topic 14:</b> 800; <b>Topic 15:</b> 825; <b>Topic 16:</b> 868</p> <p><b>TE:</b> F27-F27A; <b>Topic 1:</b> 23A-23, 41A-41-44 <b>Topic 2:</b> 92; <b>Topic 3:</b> 113A-114; <b>Topic 4:</b> 165A-166; <b>Topic 5:</b> 240; <b>Topic 6:</b> 301A-303; <b>Topic 7:</b> 382; <b>Topic 8:</b> 458, 500; <b>Topic 9:</b> 540; <b>Topic 10:</b> 605A-606, 620; <b>Topic 11:</b> 657A-657; <b>Topic 12:</b> 708; <b>Topic 13:</b> 753A-753; <b>Topic 14:</b> 800; <b>Topic 15:</b> 825A-825; <b>Topic 16:</b> 868</p>
<p>8. Look for and express regularity in repeated reasoning.</p>	<p>This standard is met throughout <b>enVisionmath2.0 Grade 5</b>, for examples please see:  <b>SE:</b> F28; <b>Topic 1:</b> 44, 46; <b>Topic 2:</b> 77; <b>Topic 3:</b> 138; <b>Topic 4:</b> 184; <b>Topic 5:</b> 239; <b>Topic 6:</b> 326; <b>Topic 7:</b> 389; <b>Topic 8:</b> 470; <b>Topic 9:</b> 570-572, 574; <b>Topic 10:</b> 600-601; <b>Topic 11:</b> 639-640; <b>Topic 12:</b> 705; <b>Topic 13:</b> 749; <b>Topic 14:</b> 785; <b>Topic 15:</b> 820; <b>Topic 16:</b> 858, 864</p> <p><b>TE:</b> F28-F28A; <b>Topic 1:</b> 44, 46; <b>Topic 2:</b> 77A-77; <b>Topic 3:</b> 138; <b>Topic 4:</b> 184; <b>Topic 5:</b> 239A-239; <b>Topic 6:</b> 326; <b>Topic 7:</b> 389A-389; <b>Topic 8:</b> 470; <b>Topic 9:</b> 570-572, 574; <b>Topic 10:</b> 600-601; <b>Topic 11:</b> 639A-640; <b>Topic 12:</b> 705A-705; <b>Topic 13:</b> 749; <b>Topic 14:</b> 785; <b>Topic 15:</b> 820; <b>Topic 16:</b> 858, 864</p>

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2012 Graded Course of Study (G.C.S.) for Mathematics Grade 5

<b>Archdiocese of Cincinnati Mathematical Standards Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<b>STANDARD 1 – DIVISION OF WHOLE NUMBERS</b>	
M.5.1.1 Describe the process of finding quotients involving multi-digit dividends using models, place value, properties and the relationship of division to multiplication.	<p><b>SE: Topic 5:</b> 239-244, 245-250, 251-256, 257-262, 263-268, 269-274, 275-280, 281-286; <b>Reteaching:</b> 289-292, Sets A-H; <b>Topic 11:</b> 639-644, 645-650, 651-656; <b>Reteaching:</b> 689, Sets A-C</p> <p><b>TE: Topic 5:</b> 239A-244, 245A-250, 251A-256, 257A-262, 263A-268, 269A-274, 275A-280, 281A-286; <b>Reteaching:</b> 289-292, Sets A-H; <b>Topic 11:</b> 639A-644, 645A-650, 651A-656; <b>Reteaching:</b> 689, Sets A-C</p>
M.5.1.2 Estimate quotients or calculate them mentally, depending on the context and numbers involved.	<p><b>SE: Topic 5:</b> 245-250, 263-268, 269-274; <b>Reteaching:</b> 289-292, Sets B, E, G</p> <p><b>TE: Topic 5:</b> 245A-250, 263A-268, 269A-274; <b>Reteaching:</b> 289-292, Sets B, E, G</p>
M.5.1.3 Interpret solutions to division situations including those with remainders, depending on the context of the problem.	<p><b>SE: Topic 5:</b> 239-244, 245-250, 251-256, 257-262, 263-268, 269-274, 275-280, 281-286; <b>Reteaching:</b> 289-292, Sets A-H; <b>Topic 11:</b> 639-644, 645-650, 651-656; <b>Reteaching:</b> 689, Sets A-C</p> <p><b>TE: Topic 5:</b> 239A-244, 245A-250, 251A-256, 257A-262, 263A-268, 269A-274, 275A-280, 281A-286; <b>Reteaching:</b> 289-292, Sets A-H; <b>Topic 11:</b> 639A-644, 645A-650, 651A-656; <b>Reteaching:</b> 689, Sets A-C</p>
M.5.1.4 Divide multi-digit whole numbers fluently, including solving real-world problems, demonstrating understanding of the standard algorithm and checking for reasonable results.	<p><b>SE: Topic 5:</b> 239-244, 245-250, 251-256, 257-262, 263-268, 269-274, 275-280, 281-286; <b>Reteaching:</b> 289-292, Sets A-H; <b>Topic 11:</b> 639-644, 645-650, 651-656; <b>Reteaching:</b> 689, Sets A-C</p> <p><b>TE: Topic 5:</b> 239A-244, 245A-250, 251A-256, 257A-262, 263A-268, 269A-274, 275A-280, 281A-286; <b>Reteaching:</b> 289-292, Sets A-H; <b>Topic 11:</b> 639A-644, 645A-650, 651A-656; <b>Reteaching:</b> 689, Sets A-C</p>

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<b>Archdiocese of Cincinnati Mathematical Standards Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<p>M.5.1.5 Solve non-routine problems using various strategies including “solving a simpler problem” and “guess, check and revise”.</p>	<p><b>SE: Topic 5:</b> 239-244, 245-250, 251-256, 257-262, 263-268, 269-274, 275-280, 281-286; <b>Reteaching:</b> 289-292, Sets A-H; <b>Topic 11:</b> 639-644, 645-650, 651-656; <b>Reteaching:</b> 689, Sets A-C</p> <p><b>TE: Topic 5:</b> 239A-244, 245A-250, 251A-256, 257A-262, 263A-268, 269A-274, 275A-280, 281A-286; <b>Reteaching:</b> 289-292, Sets A-H; <b>Topic 11:</b> 639A-644, 645A-650, 651A-656; <b>Reteaching:</b> 689, Sets A-C</p>

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<b>Archdiocese of Cincinnati Mathematical Standards Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<b>STANDARD 2 – ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION OF FRACTIONS AND DECIMALS</b>	
<p>M.5.2.1 Represent addition, subtraction, multiplication and division of decimals and fractions with like and unlike denominators using models, place value or properties.</p>	<p><b>SE: Topic 2:</b> 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100; <b>Reteaching:</b> 103-104, Sets A-E; <b>Topic 4:</b> 171-176, 177-182, 183-188, 189-194, 195-200, 201-206, 207-212, 213-218, 219-224; <b>Reteaching:</b> 227-230, Sets A-G; <b>Topic 6:</b> 307-312, 313-318, 319-324, 325-330, 331-336, 337-342, 343-348, 349-354; <b>Reteaching:</b> 357-360, Sets B-G; <b>Topic 7:</b> 371-376, 377-382, 383-388, 389-394, 395-400, 401-406, 407-412, 413-418, 419-424, 425-430, 431-436, 437-442; <b>Reteaching:</b> 445-448, Sets A-H; <b>Topic 8:</b> 457-462, 463-468, 469-474, 475-480, 481-486, 487-492, 493-498, 499-504, 505-510; <b>Reteaching:</b> 513-516, Sets A-H; <b>Topic 9:</b> 527-532, 533-538, 539-544, 545-550, 551-556, 557-562, 563-568, 569-574; <b>Reteaching:</b> 577-578, Sets A-E</p> <p><b>TE: Topic 2:</b> 59A-64, 65A-70, 71A-76, 77A-82, 83A-88, 89A-94, 95A-100; <b>Reteaching:</b> 103-104, Sets A-E; <b>Topic 4:</b> 171A-176, 177A-182, 183A-188, 189A-194, 195A-200, 201A-206, 207A-212, 213A-218, 219A-224; <b>Reteaching:</b> 227-230, Sets A-G; <b>Topic 6:</b> 307A-312, 313A-318, 319A-324, 325A-330, 331A-336, 337A-342, 343A-348, 349A-354; <b>Reteaching:</b> 357-360, Sets B-G; <b>Topic 7:</b> 371A-376, 377A-382, 383A-388, 389A-394, 395A-400, 401A-406, 407A-412, 413A-418, 419A-424, 425A-430, 431A-436, 437A-442; <b>Reteaching:</b> 445-448, Sets A-H; <b>Topic 8:</b> 457A-462, 463A-468, 469A-474, 475A-480, 481A-486, 487A-492, 493A-498, 499A-504, 505A-510; <b>Reteaching:</b> 513-516, Sets A-H; <b>Topic 9:</b> 527A-532, 533A-538A, 539A-544, 545A-550, 551A-556, 557A-562, 563A-568, 569A-574; <b>Reteaching:</b> 577-578, Sets A-E</p>

A Correlation of **enVisionmath2.0**, ©2016 to the  
2012 Graded Course of Study (G.C.S.) for Mathematics Grade 5

<b>Archdiocese of Cincinnati Mathematical Standards Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<p>M.5.2.2 Add, subtract, multiply and divide fractions and decimals fluently to hundredths and verify reasonable results including in-problem situation and real-world problems.</p>	<p><b>SE: Topic 2:</b> 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100; <b>Reteaching:</b> 103-104, Sets A-E; <b>Topic 4:</b> 171-176, 177-182, 183-188, 189-194, 195-200, 201-206, 207-212, 213-218, 219-224; <b>Reteaching:</b> 227-230, Sets A-G; <b>Topic 6:</b> 307-312, 313-318, 319-324, 325-330, 331-336, 337-342, 343-348, 349-354; <b>Reteaching:</b> 357-360, Sets B-G; <b>Topic 7:</b> 371-376, 377-382, 383-388, 389-394, 395-400, 401-406, 407-412, 413-418, 419-424, 425-430, 431-436, 437-442; <b>Reteaching:</b> 445-448, Sets A-H; <b>Topic 8:</b> 457-462, 463-468, 469-474, 475-480, 481-486, 487-492, 493-498, 499-504, 505-510; <b>Reteaching:</b> 513-516, Sets A-H; <b>Topic 9:</b> 527-532, 533-538, 539-544, 545-550, 551-556, 557-562, 563-568, 569-574; <b>Reteaching:</b> 577-578, Sets A-E</p> <p><b>TE: Topic 2:</b> 59A-64, 65A-70, 71A-76, 77A-82, 83A-88, 89A-94, 95A-100; <b>Reteaching:</b> 103-104, Sets A-E; <b>Topic 4:</b> 171A-176, 177A-182, 183A-188, 189A-194, 195A-200, 201A-206, 207A-212, 213A-218, 219A-224; <b>Reteaching:</b> 227-230, Sets A-G; <b>Topic 6:</b> 307A-312, 313A-318, 319A-324, 325A-330, 331A-336, 337A-342, 343A-348, 349A-354; <b>Reteaching:</b> 357-360, Sets B-G; <b>Topic 7:</b> 371A-376, 377A-382, 383A-388, 389A-394, 395A-400, 401A-406, 407A-412, 413A-418, 419A-424, 425A-430, 431A-436, 437A-442; <b>Reteaching:</b> 445-448, Sets A-H; <b>Topic 8:</b> 457A-462, 463A-468, 469A-474, 475A-480, 481A-486, 487A-492, 493A-498, 499A-504, 505A-510; <b>Reteaching:</b> 513-516, Sets A-H; <b>Topic 9:</b> 527A-532, 533A-538A, 539A-544, 545A-550, 551A-556, 557A-562, 563A-568, 569A-574; <b>Reteaching:</b> 577-578, Sets A-E</p>

A Correlation of **enVisionmath2.0**, ©2016 to the  
2012 Graded Course of Study (G.C.S.) for Mathematics Grade 5

<b>Archdiocese of Cincinnati Mathematical Standards Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
M.5.2.3 Make reasonable estimates of fraction and decimal sums, differences, products and quotients and use techniques for rounding.	<p><b>SE: Topic 2:</b> 65-70; <b>Reteaching:</b> 103, Set B; <b>Topic 4:</b> 171-176; <b>Reteaching:</b> 227, Set B; <b>Topic 6:</b> 307-312; <b>Reteaching:</b> 357, Set B; <b>Topic 7:</b> 371-376, 401-406; <b>Reteaching:</b> 445-446, Sets A, D</p> <p><b>TE: Topic 2:</b> 65A-70; <b>Reteaching:</b> 103, Set B; <b>Topic 4:</b> 171A-176; <b>Reteaching:</b> 227, Set B; <b>Topic 6:</b> 307A-312; <b>Reteaching:</b> 357, Set B; <b>Topic 7:</b> 371A-376, 401-406; <b>Reteaching:</b> 445-446, Sets A, D</p>
M.5.2.4 Determine the prime factorization of numbers.	<p>This standard is covered in <b>enVisionmath2.0 Grades 6-8</b>, Grade 6. Please see: <b>SE: Topic 8:</b> 391-396; <b>Reteaching:</b> 417, Set A</p> <p><b>TE: Topic 8:</b> 391A-396; <b>Reteaching:</b> 417, Set A</p>
M.5.2.5 Identify and relate prime and composite numbers, factors and multiples within the context of fractions.	<p>This standard is covered in <b>enVisionmath2.0 Grades 6-8</b> grade 6. Please see: <b>SE: Topic 8:</b> 391-396, 397-402, 403-408, 409-414; <b>Reteaching:</b> 417-418, Set A-D</p> <p><b>TE: Topic 8:</b> 391A-396, 397A-402, 403A-408, 409A-414; <b>Reteaching:</b> 417-418, Set A-D</p>
M.5.2.6 Read, write, round, and compare decimals to the thousandths using <, =, > symbols to record the results of comparisons.	<p><b>SE: Topic 1:</b> 17-22, 23-28, 29-34, 35-40; <b>Reteaching:</b> 50-51, Sets C-E; <b>Topic 2:</b> 59-64, 65-70, 71-76; <b>Reteaching:</b> 103-104, Sets A-C</p> <p><b>TE: Topic 1:</b> 17A-22, 23A-28, 29A-34, 35A-40; <b>Reteaching:</b> 50-51, Sets C-E; <b>Topic 2:</b> 59A-64, 65A-70, 71A-76; <b>Reteaching:</b> 103-104, Sets A-C</p>
M.5.2.7 Solve real world problems involving multiplication of fractions and missed numbers by using visual fraction models or equations to represent the problem.	<p><b>SE: SE: Topic 8:</b> 457-462, 463-468, 493-498, 505-510; <b>Reteaching:</b> 513-516, Sets A-B, F, H; <b>Topic 12:</b> 711-716, 717-722; <b>Reteaching:</b> 726, Sets C-D</p> <p><b>TE: Topic 8:</b> 457A-462, 463A-468, 493A-498, 505A-510; <b>Reteaching:</b> 513-516, Sets A-B, F, H; <b>Topic 12:</b> 711A-716, 717A-722; <b>Reteaching:</b> 726, Sets C-D</p>

A Correlation of **enVisionmath2.0**, ©2016 to the  
2012 Graded Course of Study (G.C.S.) for Mathematics Grade 5

<b>Archdiocese of Cincinnati Mathematical Standards Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<b>STANDARD 3 – ALGEBRAIC OPERATIONS</b>	
M.5.3.1 Use the properties of equality to solve numerical and real-world situations.	<b>SE: Topic 13:</b> 741-746, 747-752, 753-758, 759-764; <b>Reteaching:</b> 767-768, Sets A-B, D  <b>TE: Topic 13:</b> 741A-746, 747A-752, 753A-758, 759A-764; <b>Reteaching:</b> 767-768, Sets A-B, D
M.5.3.2 Use the order of operations which include parentheses, brackets or braces in numerical expressions and write/interpret simple expressions that record calculations with numbers without evaluating them.	<b>SE: Topic 13:</b> 735-740, 741-746, 747-752, 759-764; <b>Reteaching:</b> 767-768, Sets A-B, D  <b>TE: Topic 13:</b> 735A-740, 741A-746, 747A-752, 759A-764; <b>Reteaching:</b> 767-768, Sets A-B, D
M.5.3.3 Solve non-routine problems using various strategies including “solving a simpler problem” and “guess, check and revise”.	<b>SE: Topic 13:</b> 735-740, 741-746, 747-752, 759-764; <b>Reteaching:</b> 767-768, Sets A-B, D  <b>TE: Topic 13:</b> 735A-740, 741A-746, 747A-752, 759A-764; <b>Reteaching:</b> 767-768, Sets A-B, D
M.5.3.4 Describe real-world situations using positive and negative numbers.	<b>SE: Topic 13:</b> 735-740, 741-746, 747-752, 759-764; <b>Reteaching:</b> 767-768, Sets A-B, D; <b>Topic 15:</b> 813-818, 819-824, 825-830, 831-836; <b>Reteaching:</b> 839-840, Sets A-D  <b>TE: Topic 13:</b> 735A-740, 741A-746, 747A-752, 759A-764; <b>Reteaching:</b> 767-768, Sets A-B, D; <b>Topic 15:</b> 813A-818, 819A-824, 825A-830, 831A-836; <b>Reteaching:</b> 839-840, Sets A-D
M.5.3.5 Compare, order and graph integers including integers shown on a number line.	<b>SE: Topic 14:</b> 777-782, 783-788, 789-794, 795-800; <b>Reteaching:</b> 803-804, Sets A-D; <b>Topic 15:</b> 825-830; <b>Reteaching:</b> 840, Set C  <b>TE: Topic 14:</b> 777A-782, 783A-788, 789A-794, 795A-800; <b>Reteaching:</b> 803-804, Sets A-D; <b>Topic 15:</b> 825A-830; <b>Reteaching:</b> 840, Set C

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2012 Graded Course of Study (G.C.S.) for Mathematics Grade 5

<b>Archdiocese of Cincinnati Mathematical Standards Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<b>STANDARD 4 – GEOMETRY</b>	
M.5.4.1 Identify, generate, represent real world problems, and plot ordered pairs on the first quadrant of the coordinate plane.	<p><b>SE: Topic 14:</b> 777-782, 783-788, 789-794, 795-800; <b>Reteaching:</b> 803-804, Sets A-C; <b>Topic 15:</b> 825-830; <b>Reteaching:</b> 840, Set C</p> <p><b>TE: Topic 14:</b> 777A-782, 783A-788, 789A-794, 795A-800; <b>Reteaching:</b> 803-804, Sets A-C; <b>Topic 15:</b> 825A-830; <b>Reteaching:</b> 840, Set C</p>
M.5.4.2 Compare and analyze the properties of two-dimensional figures and three-dimensional solids (polyhedral) including the number of edges, faces, vertices, angles and types of faces. Then, classify two-dimensional figures in a hierarchy based on properties.	<p><b>SE: Topic 16:</b> 851-856, 857-862, 863-868, 869-874; <b>Reteaching:</b> 877-878, Sets A-D</p> <p><b>TE: Topic 16:</b> 851A-856, 857A-862, 863A-868, 869A-874; <b>Reteaching:</b> 877-878, Sets A-D</p>
M.5.4.3 Describe, define and determine surface area and volume of prisms by using appropriate units and selecting strategies and tools.	<p><b>SE: Topic 10:</b> 593-598, 599-604, 605-610, 611-616; <b>Reteaching:</b> 626, Sets A-E</p> <p><b>TE: Topic 10:</b> 593A-598, 599A-604, 605A-610, 611A-616; <b>Reteaching:</b> 626, Sets A-E</p>
M.5.4.4 Derive and apply formulas for areas of parallelograms, triangles, and trapezoids from the area of a rectangle.	<p>For related content, please see: <b>SE: Topic 10:</b> 593-598, 599-604; <b>Reteaching:</b> 625, Set B</p> <p><b>TE: Topic 10:</b> 593A-598, 599A-604; <b>Reteaching:</b> 625, Set B</p>
<b>STANDARD 5 – MEASUREMENT AND DATA</b>	
M.5.5.1 Compare, contrast and convert units of measure within the same dimension (length, mass or time) to solve problems.	<p><b>SE: Topic 11:</b> 639-644, 645-650, 651-656, 657-662, 663-668, 669-674, 675-680, 681-686; <b>Reteaching:</b> 689-690, Sets A-H</p> <p><b>TE: Topic 11:</b> 639A-644, 645A-650, 651A-656, 657A-662, 663A-668, 669A-674, 675A-680, 681A-686; <b>Reteaching:</b> 689-690, Sets A-H</p>



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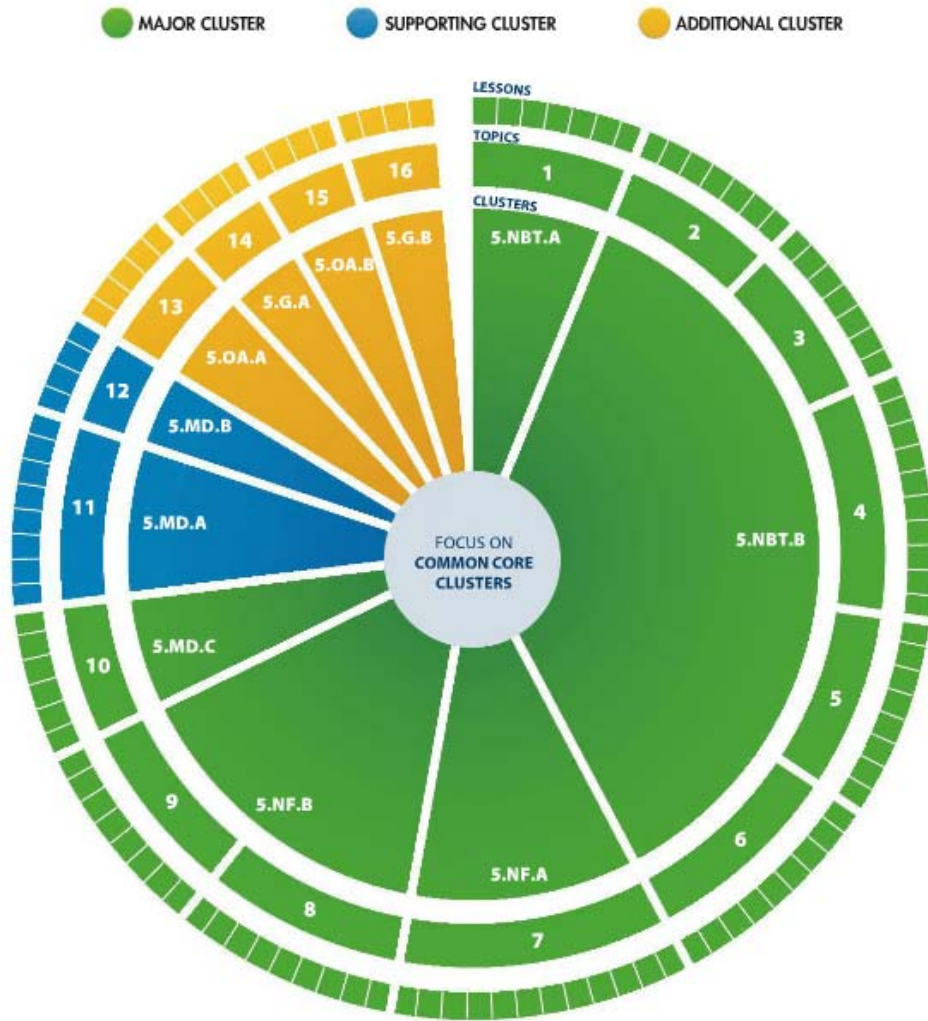
<b>Archdiocese of Cincinnati Mathematical Standards Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
M.5.5.2 Solve problems requiring attention to approximation, selection of appropriate measuring tools and precision of measurement.	<p><b>SE: Topic 10:</b> 611-616, 617-624; <b>Reteaching:</b> 626, Sets C-D; <b>Topic 11:</b> 639-644, 645-650, 651-656, 657-662, 663-668, 669-674, 675-680, 681-686; <b>Reteaching:</b> 689-690, Sets A-H</p> <p><b>TE: Topic 10:</b> 611A-616, 617A-624; <b>Reteaching:</b> 626, Sets C-D; <b>Topic 11:</b> 639A-644, 645A-650, 651A-656, 657A-662, 663A-668, 669A-674, 675A-680, 681A-686; <b>Reteaching:</b> 689-690, Sets A-H</p>
M.5.5.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	<p><b>SE: Topic 10:</b> 587-592, 617-622; <b>Reteaching:</b> 625-626, Sets A, D</p> <p><b>TE: Topic 10:</b> 587A-592, 617A-622; <b>Reteaching:</b> 625-626, Sets A, D</p>
M.5.5.4 Measure volumes by counting unit cubes, using cubic centimeters, cubic inches, and cubic feet and improvised units.	<p><b>SE: Topic 10:</b> 587-592, 617-622; <b>Reteaching:</b> 625-626, Sets A, D</p> <p><b>TE: Topic 10:</b> 587A-592, 617A-622; <b>Reteaching:</b> 625-626, Sets A, D</p>
M.5.5.5 Relate problems finding volume to the operations of multiplication and to addition and solve real-world and mathematical problems involving volume.	<p><b>SE: Topic 10:</b> 593-598, 599-604, 605-610, 611-616; <b>Reteaching:</b> 625-626, Sets B-C</p> <p><b>TE: Topic 10:</b> 593A-598, 599A-604, 605A-610, 611A-616; <b>Reteaching:</b> 625-626, Sets B-C</p>
M.5.5.6 Construct and describe a graph showing continuous data, such as a graph of a quantity that changes over time.	<p><b>SE: Topic 15:</b> 825-830, 831-836; <b>Reteaching:</b> 840, Sets C-D</p> <p><b>TE: Topic 15:</b> 825A-830, 831A-836; <b>Reteaching:</b> 840, Sets C-D</p>
M.5.5.7 Identify and plot order pairs on the first quadrant of the coordinate plane.	<p><b>SE: Topic 14:</b> 789-794, 795-800; <b>Reteaching:</b> 803-804, Sets B-C; <b>Topic 15:</b> 825-830; <b>Reteaching:</b> 840, Set C</p> <p><b>TE: Topic 14:</b> 789A-794, 795A-800; <b>Reteaching:</b> 803-804, Sets B-C; <b>Topic 15:</b> 825A-830; <b>Reteaching:</b> 840, Set C</p>

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M.5.5.8 Construct and analyze line graphs and bar graphs.	<b>SE: Topic 12:</b> 699-704, 705-710, 711-716, 717-722; <b>Reteaching:</b> 725-726, Sets A-D  <b>TE: Topic 12:</b> 699A-704, 705A-710, 711A-716, 717A-722; <b>Reteaching:</b> 725-726, Sets A-D
M.5.5.9 Differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.	<b>SE: Topic 12:</b> 699-704, 705-710, 711-716, 717-722; <b>Reteaching:</b> 725-726, Sets A-D  <b>TE: Topic 12:</b> 699A-704, 705A-710, 711A-716, 717A-722; <b>Reteaching:</b> 725-726, Sets A-D
M.5.5.10 Make a line plot to display a data set of measurement in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ).	<b>SE: Topic 12:</b> 705-710, 711-716, 717-722; <b>Reteaching:</b> 725-726, Sets B-D  <b>TE: Topic 12:</b> 705A-710, 711A-716, 717A-722; <b>Reteaching:</b> 725-726, Sets B-D

**Appendix A**  
**Pacing Wheel and Pacing Guide**

**GRADE 5 CONTENTS**



**COMMON CORE DOMAINS**

- 5.OA** OPERATIONS AND ALGEBRAIC THINKING
- 5.NBT** NUMBER AND OPERATIONS IN BASE TEN
- 5.NF** NUMBER AND OPERATIONS—FRACTIONS

- 5.MD** MEASUREMENT AND DATA
- 5.G** GEOMETRY

## GRADE 5 PACING GUIDE

### A Program Paced for Success

The pacing below assumes 1 lesson per day. Additional time may be spent on review, remediation, fluency practice, differentiation, and assessment as needed.

● Major Cluster   
 ● Supporting Cluster   
 ● Additional Cluster

#### VOLUME 1

TOPIC 1	Understand Place Value	7 DAYS
TOPIC 2	Add and Subtract Decimals to Hundredths	7 DAYS
TOPIC 3	Fluently Multiply Multi-Digit Whole Numbers	7 DAYS
TOPIC 4	Use Models and Strategies to Multiply Decimals	10 DAYS
TOPIC 5	Use Models and Strategies to Divide Whole Numbers	8 DAYS
TOPIC 6	Use Models and Strategies to Divide Decimals	9 DAYS
TOPIC 7	Use Equivalent Fractions to Add and Subtract Fractions	12 DAYS

#### VOLUME 2

TOPIC 8	Apply Understanding of Multiplication to Multiply Fractions	9 DAYS
TOPIC 9	Apply Understanding of Division to Divide Fractions	8 DAYS
TOPIC 10	Understand Volume Concepts	6 DAYS
TOPIC 11	Convert Measurements	8 DAYS
TOPIC 12	Represent and Interpret Data	4 DAYS
TOPIC 13	Write and Interpret Numerical Expressions	5 DAYS
TOPIC 14	Graph Points on the Coordinate Plane	4 DAYS
TOPIC 15	Algebra: Analyze Patterns and Relationships	4 DAYS
TOPIC 16	Geometric Measurement: Classify Two-Dimensional Figures	4 DAYS
<b>TOTAL</b>		<b>112 DAYS</b>

STEP UP LESSONS are an additional 10 days.