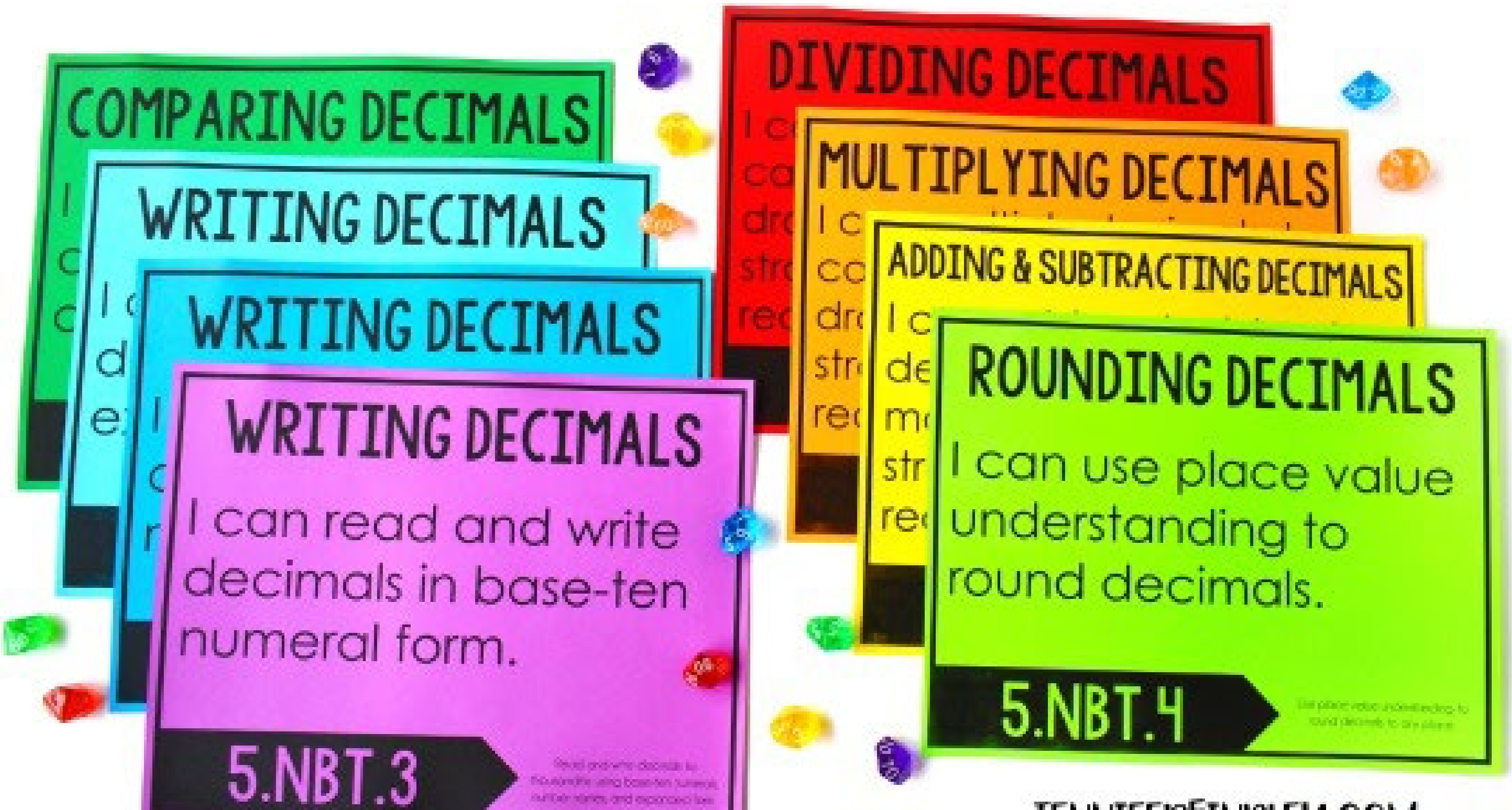
5TH GRADE MATH "I CAN" STATEMENTS



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RECOMMENDED RESOURCE

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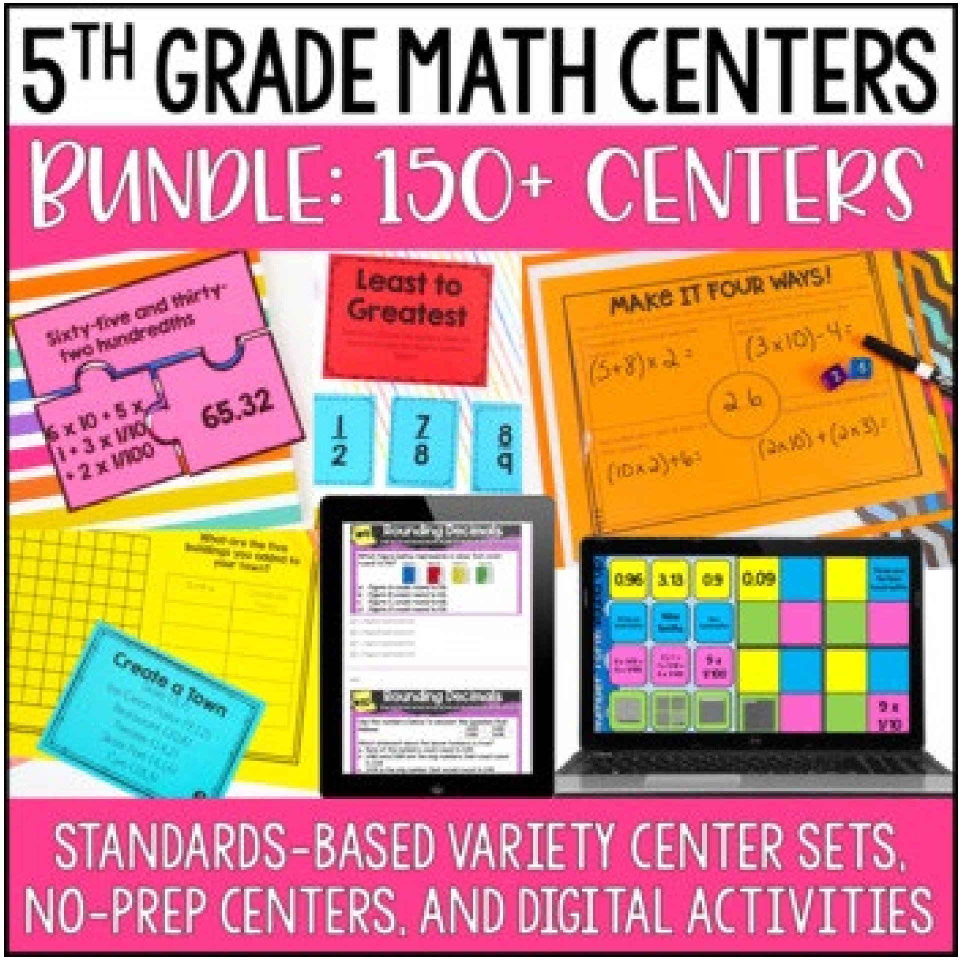

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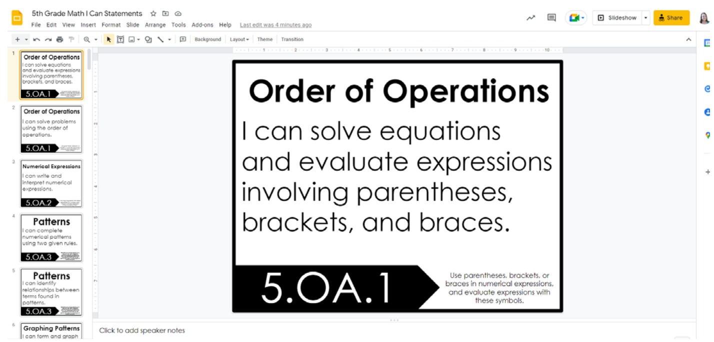

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ORDER OF OPERATIONS

I can solve equations and evaluate expressions involving parentheses, brackets, and braces.

5.OA.1

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

ORDER OF OPERATIONS

I can solve problems using the order of operations.

5.OA.1

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

NUMERICAL EXPRESSIONS

I can write and interpret numerical expressions.

5.OA.2

Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

PATTERNS

I can complete numerical patterns using two given rules.

5.OA.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.

PATTERNS

I can identify relationships between terms found in patterns.

5.OA.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.

GRAPHING PATTERNS

I can form and graph ordered pairs using corresponding terms from two patterns.

5.OA.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.

PLACE VALUE

I can identify and explain the place value of a digit in a number.

5.NBT.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.

ADJACENT PLACE VALUE

I can recognize and explain adjacent place value.

5.NBT.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.

POWERS OF 10

I can multiply and divide by the powers of 10.

5.NBT.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.

POWERS OF 10

I can explain patterns found when multiplying by the powers of 10.

5.NBT.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.

POWERS OF 10

I can explain patterns in the placement of the decimal point when multiplying or dividing decimals by a power of 10.

5.NBT.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.

POWERS OF 10

I can determine where to place a decimal point when a decimal is multiplied or divided by a power of 10.

5.NBT.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.

POWERS OF 10

I can use exponents to write powers of 10.

5.NBT.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.

WRITING DECIMALS

I can read and write decimals in base-ten numeral form.

5.NBT.3

Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.

WRITING DECIMALS

I can read and write decimals in number name form.

5.NBT.3

Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.

WRITING DECIMALS

I can read and write decimals in expanded form.

5.NBT.3

Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.

COMPARING DECIMALS

I can compare two decimals using >, =, and < symbols.

5.NBT.3

Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

ROUNDING DECIMALS

I can use place value understanding to round decimals.

5.NBT.4

Use place value understanding to round decimals to any place.

MULTIPLICATION

I can multiply multi-digit whole numbers using the standard algorithm.

5.NBT.5

Fluently multiply multi-digit whole numbers using the standard algorithm.

DIVISION

I can divide whole numbers and illustrate and explain my calculations.

5.NBT.6

Find whole-number quotients of whole numbers, 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.

ADDING & SUBTRACTING DECIMALS

I can add and subtract decimals. I can use models, drawings, or other strategies to explain my reasoning.

5.NBT.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.

MULTIPLYING DECIMALS

I can multiply decimals. I can use models, drawings, or other strategies to explain my reasoning.

5.NBT.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.

DIVIDING DECIMALS

I can divide decimals. I can use models, drawings, or other strategies to explain my reasoning.

5.NBT.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.

DECIMAL WORD PROBLEMS

I can solve word problems involving decimal amounts, including money, distance, and weight problems.

5.NBT.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.

ADDING & SUBTRACTING FRACTIONS

I can add and subtract fractions with unlike denominators.

5.NF.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.

ADDING & SUBTRACTING MIXED NUMBERS

I can add and subtract mixed numbers with unlike denominators.

5.NF.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.

FRACTION WORD PROBLEMS

I can solve word problems involving addition and subtraction of fractions that refer to the same whole.

5.NF.2

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.

USING BENCHMARK FRACTIONS

I can use benchmark fractions to estimate and check if my answer is reasonable.

5.NF.2

Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

FRACTIONS AS DIVISION

I can understand that fractions are division problems and interpret fractions as division.

5.NF.3

Interpret a fraction as division of the numerator by the denominator.

FRACTIONS AS DIVISION

I can solve problems that require me to divide whole numbers with fractions as part of the answer.

5.NF.3

Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.

MULTIPLYING FRACTIONS & WHOLE NUMBERS

I can multiply fractions by whole numbers and whole numbers by fractions.

5.NF.4

Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

MULTIPLYING FRACTIONS

I can multiply fractions by fractions.

5.NF.4

Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

MULTIPLYING FRACTIONS

I can use visual fraction models to represent fraction multiplication.

5.NF.4.A

Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation.*

MULTIPLYING FRACTIONS

I can create story contexts for multiplication equations involving fractions.

5.NF.4.A

Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation.*

AREA OF RECTANGLES

I can find the area of a rectangle by tiling it with unit squares and then relating this to multiplication.

5.NF.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.

AREA OF RECTANGLES

I can find the area of a rectangle with sides that are fractional lengths.

5.NF.4B

Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

FRACTION PRODUCTS

I can represent fraction products as rectangular areas.

5.NF.4B

Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

COMPARING PRODUCTS

I can compare products mentally by comparing the factors in each problem.

5.NF.5.A

Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

MULTIPLICATION AS SCALING

I can determine what happens to a number when:

- I multiply it by a fraction greater than 1.
- I multiply it by a fraction less than 1.
- I multiply it by a fraction equal to 1.

5.NF.5.B

Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

MULTIPLICATION AS SCALING

I can determine what will happen to a given number when it is multiplied by a fraction greater than 1

Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

5.NF.5.B

MULTIPLICATION AS SCALING

I can determine what will happen to a given number when it is multiplied by a fraction less than 1

5.NF.5.B

Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

MULTIPLICATION AS SCALING

I can determine what will happen to a given number when it is multiplied by a fraction equal to 1

5.NF.5.B

Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

FRACTION WORD PROBLEMS

I can solve real world problems involving multiplication of fractions and mixed numbers.

5.NF.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.

DIVIDING WITH UNIT FRACTIONS

I can divide whole numbers by unit fractions and unit fractions by whole numbers.

5.NF.7

Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

DIVIDING WITH UNIT FRACTIONS

I can divide unit fractions by whole numbers greater than zero.

5.NF.7.A

Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.

DIVIDING WITH UNIT FRACTIONS

I can divide whole numbers by unit fractions.

5.NF.7.B

Interpret division of a whole number by a unit fraction, and compute such quotients.

DIVIDING WITH UNIT FRACTIONS

I can solve real world problems involving division of unit fractions and whole numbers.

5.NF.7.C

Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.

MEASUREMENT CONVERSION

I can convert measurement units within the same measurement system.

5.MD.1

Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems.

MEASUREMENT PROBLEMS

I can solve real world problems involving measurement conversion.

5.MD.1

Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems.

LINE PLOTS

I can create a line plot using a set of data, including fractions.

5.MD.2

Make a line plot to display a data set of measurements in fractions of a unit. Use operations on fractions for this grade to solve problems involving information presented in line plots.

WORKING WITH LINE PLOTS

I can solve real world problems involving information presented on a line plot.

5.MD.2

Make a line plot to display a data set of measurements in fractions of a unit. Use operations on fractions for this grade to solve problems involving information presented in line plots.

UNDERSTANDING VOLUME

I can define volume and understand that it is a characteristic of solid figures.

5.MD.3

Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

UNDERSTANDING VOLUME

I can understand the volume of unit cubes and how they can be used to measure volume.

5.MD.3.A

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.

UNDERSTANDING VOLUME

I can relate the volume of a solid figure with how many unit cubes can be packed inside.

5.MD.3.B

A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.

VOLUME WITH UNIT CUBES

I can measure volume by counting unit cubes. I can use different units of measure to record volume.

5.MD.4

Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.

DETERMINING VOLUME

I can find the volume of right rectangular prisms using unit cubes and then relating that strategy to multiplication.

5.MD.5.A

Find the volume of a right rectangular prism 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.

VOLUME PROBLEMS

I can use formulas to find the volume of right rectangular prisms in real world and mathematical problems.

5.MD.5.B

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.

ADDITIVE VOLUME

I can find the volume of two non-overlapping right rectangular prisms and add them together to find the volume of the whole right rectangular prism.

5.MD.5.C

Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

ADDITIVE VOLUME

I can solve real world problems involving additive volume.

5.MD.5.C

Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

COORDINATE GRIDS

I can construct a coordinate plane and label it correctly.

5.G.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.

COORDINATE GRIDS

I can understand ordered pairs and how to graph them on coordinate grids.

5.G.1

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

COORDINATE GRIDS

I can interpret real world data and graph that data in the first quadrant of a coordinate plane.

5.G.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.

2-D SHAPES

I can define two-dimensional shapes based on their attributes.

5.G.3

Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

CLASSIFYING SHAPES

I can classify 2-D shapes according to common attributes, from broad to specific.

5.G.3

Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

SHAPE HIERARCHY

I can classify and organize 2-D shapes in hierarchies.

5.G.4

Classify two-dimensional figures in a hierarchy based on properties.

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Thanks!
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