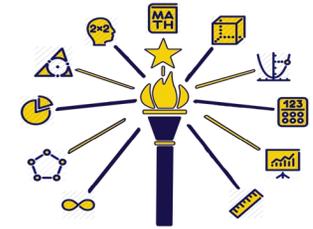


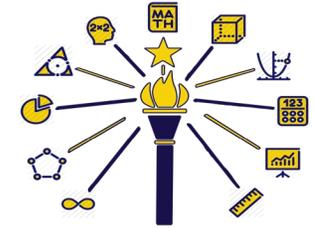
Number Sense					
Grade 5 Mathematics Standards	Success Criteria	Academic Vocabulary	Looking Back	Looking Ahead	
MA.5.NS.1	Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using $>$, $=$, and $<$ symbols.	<p>I can use a number line to order fractions, decimals, and mixed numbers.</p> <p>I can use a number line to compare fractions, decimals, and mixed numbers.</p> <p>I can use greater than, less than, and equal to symbols to record the results of comparisons of fractions, decimals, and mixed numbers.</p>	<p>Number Line</p> <p>Mixed Number</p> <p>Thousandths</p>	<p>Compare two fractions. (MA.4.NS.5)</p> <p>Compare two decimals. (MA.4.NS.7)</p>	<p>Understand that positive and negative numbers are used to describe quantities having opposite directions or values. (MA. 6.NS.1)</p> <p>Understand the integer number system. (MA.6.NS.2)</p>
MA.5.NS.2	Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.	<p>I can interpret fractions as parts of a whole.</p> <p>I can interpret fractions as parts of a set.</p> <p>I can relate fractions to division problems of one being divided by another whole number.</p>	<p>Parts of a Whole</p> <p>Parts of a Set</p> <p>Whole Number</p>	<p>Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. (MA.4.NS.3)</p> <p>Explain why a fraction, a/b, is equivalent to a fraction, by using visual fraction models. (MA.4.NS.4)</p>	<p>Interpret, model, and use ratios to show the relative sizes of two quantities. (MA.6.NS.8)</p>
MA.5.NS.3	Recognize the relationship that in a multi-digit	I can explain that any digit is 10 times larger in	Place Value	Read and write whole numbers up to	Compare and order rational numbers and



	number, a digit in one place represents 10 times as much as it represents in the place to its right, and inversely, a digit in one place represents 1/10 of what it represents in the place to its left.	value than the digit to its right. I can explain that any digit is 1/10 the value than any digit to its left.		1,000,000. (MA.4.NS.1)	plot them on a number line. (MA.6.NS.3)
MA.5.NS.4	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.	I can show that when numbers are multiplied by powers of 10, there is a pattern in the number of zeros in the resulting product. I can show that when numbers are multiplied the decimal point does not move, rather, the number increases in size. I can show that when numbers are divided the decimal point does not move, rather, the number decreases in size.	Multiple Power of 10 Decimal Point	Read and write whole numbers up to 1,000,000. (MA.4.NS.1)	Compare and order rational numbers and plot them on a number line. (MA.6.NS.3)
MA.5.NS.5	Use place value understanding to round decimal numbers up to thousandths to any given place value.	I can round decimal numbers up to thousandths, to any given place value.	Rounding Place Value	Use place value understanding to round multi-digit whole numbers to any given place value. (MA.4.NS.9)	Compare and order rational numbers and plot them on a number line. (MA.6.NS.3)

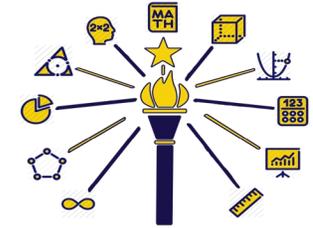


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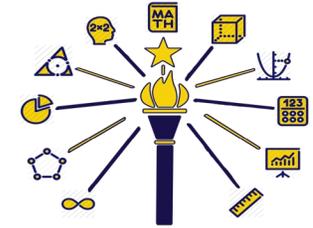


MA.5.NS.6	Understand, interpret, and model percents as part of a hundred (e.g. by using pictures, diagrams, and other visual models).	I can model percents as part of 100 using pictures, diagrams, and other visual models. I can interpret percents as part of 100 using pictures, diagrams, and other visual models.	Percent	Write tenths and hundredths in decimal and fraction notations. (MA.4.NS.6)	Know commonly used fractions and their decimal and percent equivalents. (MA.6.NS.5)
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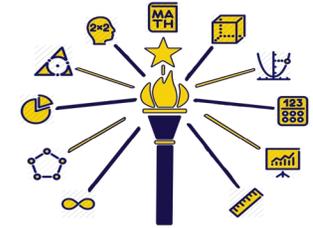
Computation					
Grade 5 Mathematics Standards	Success Criteria	Academic Vocabulary	Looking Back	Looking Ahead	
MA.5.C.1	Multiply multi-digit whole numbers fluently using a standard algorithmic approach.	I can fluently multiply multi-digit whole numbers. I can select an appropriate algorithm to multiply multi-digit whole numbers.	Whole Number Algorithm	Multiply fluently within 100. (MA.4.C.4) Demonstrate fluency with multiplication facts and corresponding division facts of 0-10. (MA.3.C.6)	Compute with positive fractions and positive decimals fluently.(MA6.C.2)
MA.5.C.2	Find whole-number quotients and remainders 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. Describe the	I can find whole-number quotients involving dividends up to four digits and divisors up to two digits. I can select and use an appropriate strategy including, place value, properties of operations,	Quotient Remainder Dividend Divisor Place Value	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. (MA.4.C.3) Represent the concept of division	Divide multi-digit whole numbers fluently using a standard algorithmic approach. (MA.6.C.1)



	strategy and explain the reasoning used.	and the relationship between multiplication and division to solve division problems. I can describe and explain why I chose a given strategy to solve division problems.		of whole numbers. (MA.3.C.3)	
MA.5.C.3	Compare 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.	I can compare the size of a product to the size of one factor on the basis of the size of the other factor. I can compare the size of a product to the size of the factors without performing the indicated multiplication.	Product Factor	Represent the concept of multiplication of whole numbers. (MA.3.C.2)	Apply the order of operations and properties of operations to evaluate numerical expressions. (MA.6.C.6)
MA.5.C.4	Add and subtract fractions with unlike denominators, including mixed numbers.	I can add fractions with unlike denominators. I can subtract fractions with unlike denominators. I can add mixed numbers with unlike denominators. I can subtract mixed numbers with unlike denominators.	Mixed Number Fraction Numerator Denominator	Add and subtract fractions with common denominators. (MA.4.C.5) Add and subtract mixed numbers with common denominators. (MA.4.C.6)	Compute with positive fractions and positive decimals fluently. (MA.6.C.2)



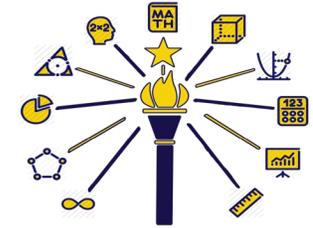
MA.5.C.5	Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.	<p>I can use visual fraction models to multiply a fraction by a fraction or whole number.</p> <p>I can use numbers to multiply a fraction by a fraction or whole number.</p>	<p>Fraction</p> <p>Fraction Model</p> <p>Whole Number</p> <p>Model</p>	Explain why a fraction, a/b , is equivalent to a fraction, $(n \times a)/(n \times b)$, by using visual fraction models. (MA.4.NS.4)	<p>Compute with positive fractions and positive decimals fluently. (MA.6.C.2)</p> <p>Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. (MA.6.C.4)</p>
MA.5.C.6	Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$, to the effect of multiplying a/b by 1.	<p>I can explain why multiplying a positive number by a fraction greater than 1 creates a product greater in value than the given number.</p> <p>I can explain why multiplying a positive number by a fraction less than 1 produces a product smaller than the given number.</p> <p>I can explore the concept of fraction equivalence.</p> <p>I can relate fraction equivalence to the effect of multiplying a fraction by 1.</p>	<p>Product</p> <p>Fraction</p> <p>Mixed Number</p> <p>Equivalent</p>	Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number. (MA.5.C.5)	<p>Solve real-world problems with positive fractions and decimals. (MA.6.C.3)</p> <p>Compute quotients of positive fractions. (MA.6.C.4)</p>



<p>MA.5.C.7</p>	<p>Use visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.</p>	<p>I can use visual fraction models to divide a unit fraction by a non-zero whole number.</p> <p>I can use numbers to divide a unit fraction by a non-zero whole number.</p> <p>I can use visual fraction models to divide a non-zero whole number by a unit fraction.</p> <p>I can use numbers to divide a non-zero whole number by a unit fraction.</p>	<p>Whole Number</p> <p>Unit Fraction</p> <p>Fraction Model</p>	<p>Explain why a fraction, a/b, is equivalent to a fraction, $(n \times a)/(n \times b)$, by using visual fraction models. (MA.4.NS.4)</p>	<p>Compute quotients of positive fractions. (MA.6.C.4)</p>
<p>MA.5.C.8</p>	<p>Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.</p>	<p>I can add, subtract, multiply, and divide decimals to hundredths using models or drawings.</p> <p>I can add, subtract, multiply, and divide decimals to hundredths using strategies based on place value or properties of operations.</p> <p>I can explain the strategy and method I used to add, subtract, multiply and divide decimals to hundredths, and why I</p>	<p>Place Value</p>	<p>Compare two decimals to hundredths by reasoning about their size based on the same whole. (MA.4.NS.7)</p>	<p>Compute with positive decimals fluently. (MA.6.C.2)</p> <p>Solve real-world problems with positive decimals by using one or two operations. (MA.6.C.3)</p>



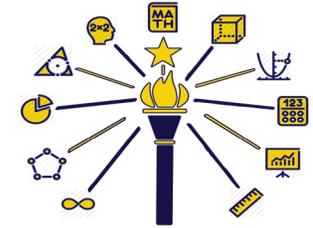
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		chose that specific strategy.			
MA.5.C.9	Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.	<p>I can use the commutative properties of addition and multiplication to evaluate expressions involving whole numbers.</p> <p>I can use the associative properties of addition and multiplication to evaluate expressions involving whole numbers.</p> <p>I can use the distributive property to evaluate expressions involving whole numbers.</p>	<p>Brackets</p> <p>Parentheses</p> <p>Order of Operations</p> <p>Commutative Property of Addition</p> <p>Commutative Property of Multiplication</p> <p>Associative Property of Addition</p> <p>Associative Property of Multiplication</p> <p>Distributive Property</p>	Show how the order in which two numbers are multiplied and how numbers are grouped in multiplication will not change the product. (MA.4.C.7)	<p>Apply the order of operations and properties of to evaluate numerical expressions. (MA.6.C.6)</p> <p>Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions. (MA.7.AF.1)</p>

Algebraic Thinking

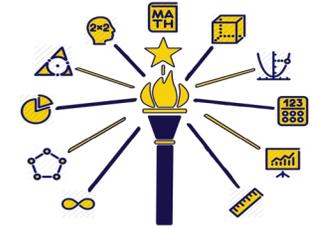
Algebraic Thinking					
Grade 5 Mathematics Standards	Success Criteria	Academic Vocabulary	Looking Back	Looking Ahead	
MA.5.AT.1	Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how	<p>I can solve real-world problems that involve multiplication and division of whole numbers.</p> <p>I can use equations to represent real-world problems involving</p>	<p>Remainder</p> <p>Quotient</p> <p>Product</p> <p>Whole Number</p>	<p>Recognize and apply the relationships between addition and multiplication, between subtraction and</p>	<p>Solve real-world problems with whole numbers involving multiplicative comparison. (MA.6.AF.5)</p>



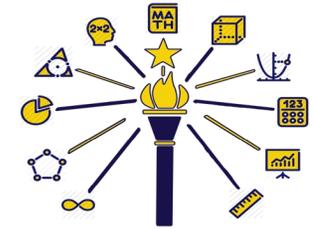
	the remainder affects the solution to the problem.	<p>multiplication and division of whole numbers.</p> <p>I can explain how the remainder of a real-world problem involving division impacts the solution of the problem.</p>		division. (MA.4.AT.2)	
MA.5.AT.2	<p>Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.</p>	<p>I can solve real-world problems that involve adding and subtracting fractions referring to the same whole and with unlike denominators.</p> <p>I can use visual fraction models and equations to represent real-world problems involving addition and subtraction of fractions referring to the same whole and with unlike denominators.</p> <p>I can use fraction benchmarks to help me mentally estimate sums and differences and to assess whether my answers are reasonable.</p> <p>I can use number sense of fractions to estimate sums and differences mentally</p>	<p>Denominator</p> <p>Benchmarks</p> <p>Fraction Model</p>	<p>Solve real-world problems involving addition and subtraction of fractions. (MA.4.AT.5)</p>	<p>Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. (MA.6.C.2)</p> <p>Solve real-world problems with positive fractions and decimals by using one or two operations. (MA.6.C.3)</p>



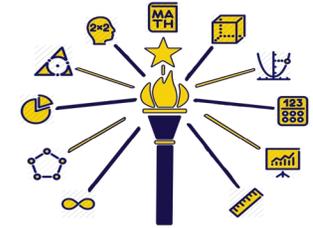
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		and to assess whether my answers are reasonable.			
MA.5.AT.3	Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).	<p>I can solve real-world problems that involve multiplying fractions including mixed numbers using visual fraction models.</p> <p>I can solve real-world problems that involve multiplying fractions including mixed numbers using equations to represent the problem.</p>	<p>Mixed Number</p> <p>Product</p>	Solve real-world problems involving addition and subtraction of fractions. (MA.4.AT.5)	Solve real-world problems with positive fractions. (MA.6.C.3)
MA.5.AT.4	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).	<p>I can solve real-world problems that involve dividing unit fractions by non-zero whole numbers using visual fraction models.</p> <p>I can solve real-world problems that involve dividing unit fractions by non-zero whole numbers using equations to represent the problem.</p>	<p>Whole Number</p> <p>Reciprocal</p> <p>Unit Fraction</p> <p>Fraction Model</p>	Solve real-world problems involving addition and subtraction of fractions. (MA.4.AT.5)	Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. (MA.6.C.4)



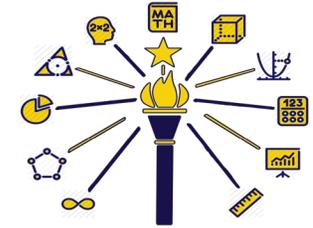
<p>MA.5.AT.5</p>	<p>Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations to represent the problem).</p>	<p>I can solve real-world problems that involve adding, subtracting, multiplying and dividing numbers with decimals to the hundredths.</p> <p>I can solve real-world problems that involve computation with money in decimal notation using equations to represent the problem.</p>	<p>Place Value</p>	<p>Solve real-world problems involving addition and subtraction of multi-digit whole numbers. (MA.4.AT.1)</p> <p>Use the four operations to solve real-world problems. (MA.4.M.3)</p>	<p>Compute with positive fractions and positive decimals fluently using a standard algorithmic approach. (MA.6.C.2)</p> <p>Solve real-world problems with positive fractions and decimals by using one or two operations. (MA.6.C.3)</p>
<p>MA.5.AT.6</p>	<p>Graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each 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>I can graph points with whole number coordinates on a coordinate plane.</p> <p>I can show how each coordinate is the distance from the origin on each axis.</p> <p>I can identify which coordinate corresponds with which axis.</p>	<p>Coordinate Plane</p> <p>Axis</p> <p>y- axis</p> <p>x-axis</p> <p>Coordinates</p> <p>Ordered Pairs</p>	<p>Plot and compare whole numbers up to 1,000 on a number line. (MA.2.NS.3)</p>	<p>Graph points with rational number coordinates on a coordinate plane. (MA.6.AF.7)</p> <p>Solve real-world and other mathematical problems by graphing points. (MA.6.AF.8)</p> <p>Graph a line given its slope and a point on the line. (MA.7.AF.5)</p>



MA.5.AT.7	Represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	<p>I can represent real-world problems by graphing ordered pairs in the first quadrant.</p> <p>I can represent real-world equations by graphing ordered pairs in the first quadrant.</p> <p>I can interpret the values of the coordinates of a point in context.</p>	<p>Quadrant</p> <p>Coordinate Plane</p> <p>Ordered Pair</p> <p>Coordinate</p>	<p>Plot and compare whole numbers up to 1,000 on a number line. (MA.2.NS.3)</p>	<p>Graph points with rational number coordinates on a coordinate plane. (MA.6.AF.7)</p> <p>Solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane. (MA.6.AF.8)</p> <p>Graph a line given its slope and a point on the line. (MA.7.AF.5)</p>
MA.5.AT.8	Define and use up to two variables to write linear expressions that arise from real-world problems, and evaluate them for given values.	<p>I can use up to two variables to write linear expressions.</p> <p>I can define the variables to use when writing expressions that arise from real-world problems.</p> <p>I can evaluate linear expressions in real-world problems for given values.</p>	<p>Linear Expression</p> <p>Variable</p> <p>Evaluate</p>	<p>Understand that an equation, such as $y = 3x + 5$, is a rule to describe a relationship between two variables. (MA.4.AT.6)</p>	<p>Evaluate expressions for specific values of their variables, including expressions with whole-number exponents and those that arise from formulas used in real-world problems. (MA.6.AF.1)</p>

Geometry

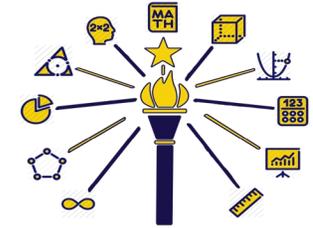
Grade 5 Mathematics Standards	Success Criteria	Academic Vocabulary	Looking Back	Looking Ahead
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MA.5.G.1	Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology). Understand the relationship between radius and diameter.	<p>I can identify and describe right, acute, and obtuse triangles.</p> <p>I can identify and describe circles.</p> <p>I can draw right, acute, and obtuse triangles.</p> <p>I can use both appropriate tools and technology to draw triangles.</p> <p>I can draw circles using appropriate tools and technology.</p> <p>I can explain the relationship between the radius and diameter of a circle.</p>	<p>Straightedge</p> <p>Compass</p> <p>Drawing Triangle</p> <p>Radius</p> <p>Diameter</p>	<p>Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools. (MA.4.G.1)</p> <p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint. (MA.4.G.3)</p>	<p>Draw polygons in the coordinate plane given coordinates for the vertices. (MA.6.GM.3)</p> <p>Draw triangles with given conditions. (MA.7.GM.1)</p>
MA.5.G.2	Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in a hierarchy based on properties.	<p>I can identify polygons such as quadrilaterals, pentagons, and hexagons based on their properties.</p> <p>I can classify polygons such as quadrilaterals, pentagons, and hexagons based on their properties.</p> <p>I can identify and classify triangles into the following categories: equilateral,</p>	<p>Polygons</p> <p>Quadrilateral</p> <p>Pentagon</p> <p>Hexagon</p> <p>Triangle</p> <p>Equilateral Triangle</p> <p>Isosceles Triangle</p>	<p>Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. (MA.3.G.2)</p> <p>Classify triangles and quadrilaterals (MA.4.G.5)</p>	<p>Know that the sum of the interior angles of any triangle is 180° and that the sum of the interior angles of any quadrilateral is 360° (MA.6.GM.2)</p>

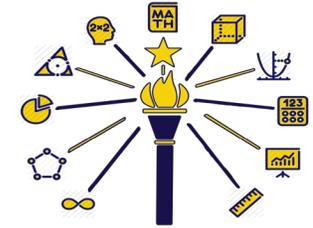


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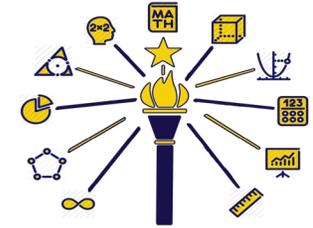


		<p>isosceles, scalene, right, acute, and obtuse based on their angle measures and sides.</p> <p>I can classify polygons in hierarchies based on their properties.</p>	<p>Scalene Triangle</p> <p>Right Triangle</p> <p>Acute Triangle</p> <p>Obtuse Triangle</p>		
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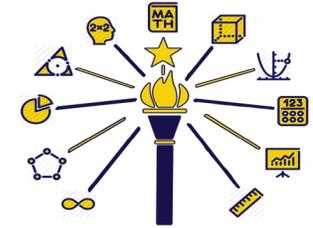
Measurement					
Grade 5 Mathematics Standards	Success Criteria	Academic Vocabulary	Looking Back	Looking Ahead	
MA.5.M.1	<p>Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real-world problems.</p>	<p>I can convert among different sized standard measurement units within a given measurement system.</p> <p>I can solve real-world problems using conversions within a given measurement system.</p>	<p>Measurement System</p> <p>Metric System</p> <p>US Customary Units</p>	<p>Express measurements in a larger unit in terms of a smaller unit within a single system of measurement. (MA.4.M.2)</p>	<p>Convert between measurements. (MA.6.GM.1)</p>



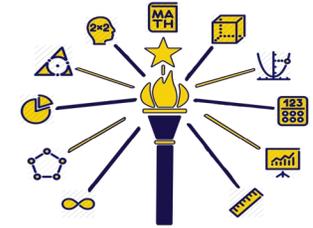
MA.5.M.2	Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	<p>I can find the area of rectangles with fractional side lengths using unit squares.</p> <p>I can find the area of rectangles with fractional side lengths by multiplying the side lengths.</p> <p>I can show that the area of a rectangle found by using unit squares is equal to the area of a rectangle found by multiplying the side lengths.</p> <p>I can represent fraction products as rectangular areas.</p>	<p>Area</p> <p>Area Formula</p> <p>Unit Squares</p>	Apply the area and perimeter formulas for rectangles to solve real-world problems and other mathematical problems. (MA.4.M.4)	Find the area of complex shapes composed of polygons. (MA.6.M.4)
MA.5.M.3	Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.	<p>I can develop formulas through investigation for the area of triangles, parallelograms, and trapezoids.</p> <p>I can use a formula to find the area of triangles.</p> <p>I can use a formula to find the area of parallelograms.</p>	<p>Area</p> <p>Trapezoid</p> <p>Triangle</p> <p>Parallelogram</p> <p>Perimeter</p>	Apply the area and perimeter formulas for rectangles to solve real-world problems and other mathematical problems. (MA.4.M.4)	Understand the formulas for area and circumference of a circle and use them to solve real-world and other mathematical problems. (MA.7.GM.5)



		<p>I can use a formula to find the area of trapezoids.</p> <p>I can solve real-world problems that involve the perimeter and area of triangles, parallelograms, and trapezoids.</p> <p>I can identify and use appropriate units when finding the perimeter and area of triangles, parallelograms, and trapezoids.</p>			
MA.5.M.4	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 or multiplying the height by the area of the base.	<p>I can use unit cubes to find the volume of a right rectangular prism with whole number side lengths.</p> <p>I can show how the volume of a prism filled with unit cubes is the same as if found by multiplying the height by the area of the base.</p>	<p>Base</p> <p>Volume</p> <p>Unit Cube</p> <p>Edge</p> <p>Rectangular Prism</p>	Use the four operations to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. (MA.4.M.3)	Find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit fraction edge lengths. (MA.6.GM.5)

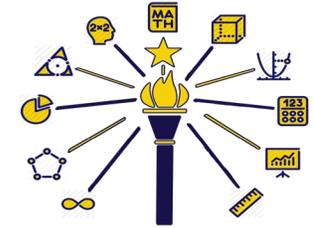


<p>MA.5.M.5</p>	<p>Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.</p>	<p>I can use the formulas $V = l \times w \times h$ and $V = B \times h$ to find the volume of right rectangular prisms with whole number edge lengths.</p> <p>I can solve real-world problems that involve finding the volume of rectangular prisms with whole number edge lengths.</p>	<p>Volume</p> <p>Rectangular Prism</p> <p>Base</p> <p>Volume Formula</p> <p>Edge</p>	<p>Apply the area and perimeter formulas for rectangles to solve real-world problems and other mathematical problems. (MA.4.M.4)</p> <p>Use the four operations to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. (MA.4.M.3)</p>	<p>Find the volume of a right rectangular prism. (MA.6.GM.5)</p> <p>Construct nets for right rectangular prisms and use the nets to compute the surface area. (MA.7.GM.7)</p>
<p>MA.5.M.6</p>	<p>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 and other mathematical problems.</p>	<p>I can find the volume of solid figures composed of two non-overlapping right rectangular prisms by finding the sum of the volumes of the individual prisms.</p> <p>I can decompose solid figures made up of two right rectangular prisms and find their individual volume.</p> <p>I can solve real-world problems that involve solid figures made up of</p>	<p>Volume</p> <p>Rectangular Prism</p>	<p>Use the four operations to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. (MA.4.M.3)</p>	<p>Find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit fraction edge lengths. (MA.6.GM.5)</p>



		two right rectangular prisms.			
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Data Analysis				
Grade 5 Mathematics Standards	Success Criteria	Academic Vocabulary	Looking Back	Looking Ahead
MA.5.DS.1	Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.	<p>I can create questions that can be answered with data.</p> <p>I can make predictions about data collected from a question.</p> <p>I can use observations and surveys to collect data.</p> <p>I can use experiments to collect data.</p> <p>I can represent data using tables, including frequency tables.</p> <p>I can represent data using line plots and line graphs.</p> <p>I can represent data using bar graphs.</p> <p>I can explain the difference between</p>	<p>Prediction</p> <p>Hypothesis</p> <p>Data</p> <p>Line Plot</p> <p>Bar Graph</p> <p>Line Graph</p> <p>Frequency Table</p> <p>Observe</p> <p>Survey</p>	<p>Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs. (MA.4.DA.1)</p> <p>Formulate statistical questions; collect and organize the data display and interpret the data with graphical representations. (MA.6.DS.3)</p> <p>Use data from a random sample to draw inferences about a population. (MA.7.DS P.2)</p>



		categorical and numerical data and which representation is appropriate for each.			
MA.5.DS.2	Understand and use measures of center (mean and median) and frequency (mode) to describe a data set.	<p>I can find the mean of given data set in order to describe it.</p> <p>I can find the median of a given data set in order to describe it.</p> <p>I can find the mode of a given data set in order to describe it.</p> <p>I can recognize the difference between the mean, median, and mode of a data set.</p>	<p>Mean</p> <p>Median</p> <p>Mode</p> <p>Frequency</p> <p>Measures of Center</p>	Use observations, surveys, and experiments to collect, represent, and interpret the data using tables, line plots, and bar graphs. (MA.4.DA.1)	<p>Organize, graph, and compare univariate data of two or more different data sets using measures of center and spread. (MA.AII.DSP.3)</p> <p>Find, use, and interpret measures of center (mean and median) and measures of spread (range, interquartile range, and mean absolute deviation) for numerical data from random samples to draw comparative inferences about two populations. (MA.7.DSP.3)</p> <p>Describe how data, particularly outliers, added to a data set may affect the mean and/or median. MA.7.DSP.4)</p>



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