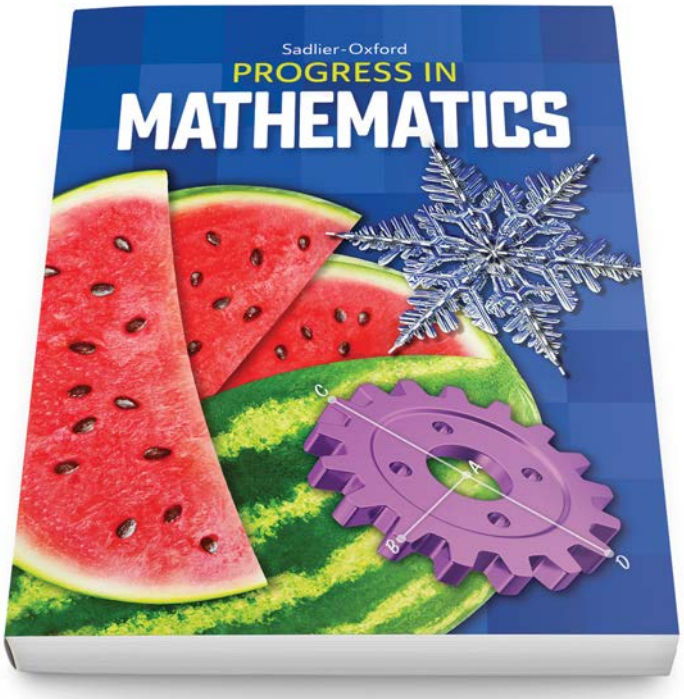
Progress in Mathematics

Correlation to Florida's B.E.S.T. Standards for Mathematics

Grade 5



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Number Sense and Operations

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.NSO.1 Understand the place value of multi-digit numbers with decimals to the thousandths place.

MA.5.NSO.1.1 Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 1 PLACE VALUE, ADDITION, AND SUBTRACTION

- Lesson 1-4 Powers of Ten—SE/TE pp. 32–33
- Lesson 1-5 Thousandths—SE/TE pp. 34–35

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-3 Expanded Form—p. 3
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TEACHER'S EDITION & TE eBOOK*

Chapter 1 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 25A—25K

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support
- Understand Place Value

Chapter 1 Still More Practice

Chapter 1 Interactive Practice (each skill)

Numbers & Operations in Base Ten
- Recognize that a digit's value is one tenth what it would be in the place to its left
- Recognize that a digit's value is ten times what it would be in the place to its right

Chapter 1 Problem-Solving Practice (each skill lesson)

Chapter 1 Reteach Videos
- Understand Place Value

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 9 DECIMALS: ADDITION & SUBTRACTION

- Lesson 9-2 Decimals and Place Value—SE/TE pp. 326–327

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- Lesson 9-2 Decimals and Place Value—p. 116

TEACHER'S EDITION & TE eBOOK*

Chapter 9 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 323A—323K

DIGITAL RESOURCES*

Chapter 9 Still More Practice

Chapter 9 Interactive Practice (each skill)

Chapter 9 Problem-Solving Practice (each skill lesson)

*Digital resources available at SadlierConnect.com
Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Number Sense and Operations

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.NSO.1 Understand the place value of multi-digit numbers with decimals to the thousandths place.

MA.5.NSO.1.2 Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.

Example: The number sixty-seven and three hundredths written in standard form is 67.03 and in expanded form is 60 + 7 + 0.03 or (6 × 10) + (7 × 1) + $(3 \times \frac{1}{100})$.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 1 PLACE VALUE, ADDITION, AND SUBTRACTION

- Lesson 1-2 Place Value to Billions—SE/TE pp. 28–29
- Lesson 1-3 Expanded Form—SE/TE pp. 30–31
- Lesson 1-5 Thousandths—SE/TE pp. 34–35
- Lesson 1-6 Decimals Greater Than One—SE/TE pp. 36–37
- Lesson 1-7 Decimals and Expanded Form—SE/TE pp. 38–39

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-2 Place Value to Billions—p. 2
- Lesson 1-3 Expanded Form—p. 3
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TEACHER'S EDITION & TE eBOOK*

Chapter 1 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 25A—25K

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support
- Read and Write Decimals to Thousandths

Chapter 1 Still More Practice
Chapter 1 Interactive Practice (each skill)
Numbers & Operations in Base Ten
- Read and write a decimal through thousandths

Chapter 1 Problem-Solving Practice (each skill lesson)

MA.5.NSO.1.3 Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.

Example: The number 20.107 can be expressed as 2 *tenths* + 1 *tenth* + 7 *thousandths* or as 20 *ones* + 107 *thousandths*.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 9 DECIMALS: ADDITION & SUBTRACTION

- Lesson 9-2 Decimals and Place Value—SE/TE pp. 326–327

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 9-2 Decimals and Place Value—p. 116

TEACHER'S EDITION & TE eBOOK*

Chapter 9 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 323A—323K

DIGITAL RESOURCES*

Chapter 9 Still More Practice
Chapter 9 Interactive Practice (each skill)
Chapter 9 Problem-Solving Practice (each skill lesson)

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Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Number Sense and Operations

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.NSO.1 Understand the place value of multi-digit numbers with decimals to the thousandths place.

MA.5.NSO.1.4 Plot, order and compare multi-digit numbers with decimals up to the thousandths.

Example: The numbers 4.891; 4.918 and 4.198 can be arranged in ascending order as 4.198; 4.891 and 4.918.

Example: 0.15 < 0.2 because *fifteen hundredths* is less than *twenty hundredths*, which is the same as *two tenths*.

Benchmark Clarifications:

Clarification 1: When comparing numbers, instruction includes using an appropriately scaled number line and using place values of digits.

Clarification 2: Scaled number lines must be provided and can be a representation of any range of numbers.

Clarification 3: Within this benchmark, the expectation is to use symbols (<, > or =).

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 1 PLACE VALUE, ADDITION, AND SUBTRACTION

- Lesson 1-8 Compare and Order Decimals—SE/TE pp. 42–43

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-8 Compare and Order Decimals—p. 8

TEACHER'S EDITION & TE eBOOK*

Chapter 1 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 25A—25K

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support
- Compare Decimals to Thousandths

Chapter 1 Still More Practice

Chapter 1 Interactive Practice (each skill)
Numbers & Operations in Base Ten
- Compare two decimals through thousandths

Chapter 1 Problem-Solving Practice (each skill lesson)

Chapter 1 Reteach Videos
- Compare and Round Decimals

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice
- Compare and Order Whole Numbers

MA.5.NSO.1.5 Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.

Example: The number 18.507 rounded to the nearest tenth is 18.5 and to the nearest hundredth is 18.51.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 1 PLACE VALUE, ADDITION, AND SUBTRACTION

- Lesson 1-9 Rounding Numbers—SE/TE pp. 44–45

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-9 Rounding Numbers—p. 9

TEACHER'S EDITION & TE eBOOK*

Chapter 1 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 25A—25K

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support
- Round Decimals: Use Place Values

Chapter 1 Still More Practice

Chapter 1 Interactive Practice (each skill)
Numbers & Operations in Base Ten
- Round a decimal to a place through hundredths

Chapter 1 Problem-Solving Practice (each skill lesson)

Chapter 1 Reteach Videos
- Compare and Round Decimals

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice
- Round Whole Numbers

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Number Sense and Operations

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.NSO.2 Add, subtract, multiply and divide multi-digit numbers.

MA.5.NSO.2.1 Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 2 MULTIPLICATION

- Lesson 2-1 Factors and Products—SE/TE pp. 66–67
- Lesson 2-2 Properties of Multiplication—SE/TE pp. 68–69
- Lesson 2-3 Mental Math: Special Factors—SE/TE pp. 70–71
- Lesson 2-4 Patterns in Multiplication—SE/TE pp. 72–73
- Lesson 2-5 Estimate Products—SE/TE pp. 74–75
- Lesson 2-6 Zeros in the Multiplicand—SE/TE pp. 76–77
- Lesson 2-7 Multiply Two Digits—SE/TE pp. 80–81
- Lesson 2-8 Multiply Three Digits—SE/TE pp. 82–83
- Lesson 2-9 Zeros in the Multiplier—SE/TE pp. 84–85
- Lesson 2-10 Multiplication with Money—SE/TE pp. 86–87

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 2-1 Factors and Products—p. 17
- Lesson 2-2 Properties of Multiplication—p. 18
- Lesson 2-3 Mental Math: Special Factors—p. 19
- Lesson 2-4 Patterns in Multiplication—p. 20
- Lesson 2-5 Estimate Products—p. 21
- Lesson 2-6 Zeros in the Multiplicand—p. 22
- Lesson 2-7 Multiply Two Digits—p. 23
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- Lesson 2-9 Zeros in the Multiplier—p. 25
- Lesson 2-10 Multiplication with Money—p. 26

TEACHER'S EDITION & TE eBOOK*

Chapter 2 Overview/Lesson Planner/Assessment Options/Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 65A—65K

DIGITAL RESOURCES*

Chapter 2 Still More Practice
Chapter 2 Interactive Practice (each skill)
Chapter 2 Problem-Solving Practice (each skill lesson)

MA.5.NSO.2.2 Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.

Example: The quotient 27 ÷ 7 gives 3 with remainder 6 which can be expressed as $3\frac{6}{7}$.

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation is not to use simplest form for fractions.

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 3 DIVISION

- Lesson 3-1 Understanding Division—SE/TE pp. 98–99
- Lesson 3-2 Division Patterns—SE/TE pp. 100–101
- Lesson 3-3 Explore Divisibility—SE/TE pp. 102–103
- Lesson 3-4 Divisibility and Mental Math—SE/TE pp. 104–105
- Lesson 3-5 Use Arrays to Divide—SE/TE pp. 106–107
- Lesson 3-6 Three-Digit Quotients—SE/TE pp. 110–111
- Lesson 3-7 Larger Quotients—SE/TE pp. 112–113
- Lesson 3-8 Zeros in the Quotients—SE/TE pp. 114–115
- Lesson 3-9 Short Division—SE/TE pp. 116–117
- Lesson 3-10 Estimation: Compatible Numbers—SE/TE pp. 118–119
- Lesson 3-11 Teens as Divisors—SE/TE pp. 122–123
- Lesson 3-12 Use Strategies to Divide—SE/TE pp. 124–125
- Lesson 3-13 Two-Digit Divisors—SE/TE pp. 126–127
- Lesson 3-14 Divide Larger Numbers—SE/TE pp. 128–129
- Lesson 3-15 Divide Money—SE/TE pp. 130–131

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Number Sense and Operations

Grade 5

MA.5.NSO.2 Add, subtract, multiply and divide multi-digit numbers.

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS
continued **MA.5.NSO.2.2** Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	*continued* STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 3-1 Understanding Division—p. 29 • Lesson 3-2 Division Patterns—p. 30 • Lesson 3-3 Explore Divisibility—p. 31 • Lesson 3-4 Divisibility and Mental Math—p. 32 • Lesson 3-5 Use Arrays to Divide—p. 33 • Lesson 3-6 Three-Digit Quotients—p. 34 • Lesson 3-7 Larger Quotients—p. 35 • Lesson 3-8 Zeros in the Quotients—p. 36 • Lesson 3-9 Short Division—p. 37 • Lesson 3-10 Estimation: Compatible Numbers—p. 38 • Lesson 3-11 Teens as Divisors—p. 39 • Lesson 3-12 Use Strategies to Divide—p. 40 • Lesson 3-13 Two-Digit Divisors—p. 41 • Lesson 3-14 Divide Larger Numbers—p. 42 • Lesson 3-15 Divide Money—p. 43 TEACHER'S EDITION & TE eBOOK* Chapter 3 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 97A—97K DIGITAL RESOURCES* Chapter 3 Still More Practice Chapter 3 Interactive Practice (each skill) Chapter 3 Problem-Solving Practice (each skill lesson)
MA.5.NSO.2.3 Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency. *continued*	STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* **CHAPTER 9 DECIMALS: ADDITION & SUBTRACTION** • Lesson 9-3 Use Models to Add Decimals—SE/TE pp. 328–329 • Lesson 9-4 Mental Math: Add Decimals—SE/TE pp. 330–331 • Lesson 9-5 Add Decimals—SE/TE pp. 332–333 • Lesson 9-6 Estimate Decimal Sums—SE/TE pp. 334–335 • Lesson 9-7 Add More Decimals—SE/TE pp. 336–337 • Lesson 9-8 Use Models to Subtract Decimals—SE/TE pp. 340–341 • Lesson 9-9 Subtract Decimals—SE/TE pp. 342–343 • Lesson 9-10 Estimate Decimal Differences—SE/TE pp. 344–345 • Lesson 9-11 Subtract More Decimals—SE/TE pp. 346–347 STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 9-3 Use Models to Add Decimals—p. 117 • Lesson 9-4 Mental Math: Add Decimals—p. 118 • Lesson 9-5 Add Decimals—p. 119 • Lesson 9-6 Estimate Decimal Sums—p. 120 • Lesson 9-7 Add More Decimals—p. 121 • Lesson 9-8 Use Models to Subtract Decimals—p. 122 • Lesson 9-9 Subtract Decimals—p. 123 • Lesson 9-10 Estimate Decimal Differences—p. 124 • Lesson 9-11 Subtract More Decimals—p. 125 TEACHER'S EDITION & TE eBOOK* Chapter 9 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 323A—323K *continued*

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Number Sense and Operations

Grade 5

MA.5.NSO.2 Add, subtract, multiply and divide multi-digit numbers.

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS
continued	*continued*
MA.5.NSO.2.3 Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	DIGITAL RESOURCES* Chapter 9 Still More Practice Chapter 9 Interactive Practice (each skill) Chapter 9 Problem-Solving Practice (each skill lesson)
MA.5.NSO.2.4 Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value. *Example:* The quotient of 23 and 0.42 can be estimated as a little bigger than 46 because 0.42 is less than one-half and 23 times 2 is 46. **Benchmark Clarifications:** *Clarification 1:* Estimating quotients builds the foundation for division using a standard algorithm. *Clarification 2:* Instruction includes the use of models based on place value and the properties of operations.	STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* **Chapter 10 Decimals: Multiplication and Division** • Lesson 10-1 Multiply by 10, 100, and 1000—SE/TE pp. 358–359 • Lesson 10-2 Estimate Decimal Products—SE/TE pp. 360–361 • Lesson 10-3 Multiply Decimals—SE/TE pp. 362–363 • Lesson 10-4 Multiply Decimals by Whole Numbers—SE/TE pp. 364–365 • Lesson 10-5 Model Multiplying Two Decimals—SE/TE pp. 366–367 • Lesson 10-6 Multiply Decimals by Decimals—SE/TE pp. 368–369 • Lesson 10-7 Zeros in the Product—SE/TE pp. 372–373 • Lesson 10-8 Divide by 10, 100, and 1000—SE/TE pp. 374–375 • Lesson 10-9 Model Dividing a Decimal by a Whole Number—SE/TE pp. 376–377 • Lesson 10-10 Divide Decimals by Whole Numbers—SE/TE pp. 378–379 • Lesson 10-11 Zeros in Division—SE/TE pp. 380–381 • Lesson 10-12 Model Dividing a Decimal by a Decimal—SE/TE pp. 384–385 • Lesson 10-13 Divide Decimals—SE/TE pp. 386–387 • Lesson 10-14 Estimate Decimal Quotients—SE/TE pp. 388–389 • Lesson 10-15 Estimate with Money—SE/TE pp. 390–391 STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 10-1 Multiply by 10, 100, and 1000—p. 128 • Lesson 10-2 Estimate Decimal Products—p. 129 • Lesson 10-3 Multiply Decimals—p. 130 • Lesson 10-4 Multiply Decimals by Whole Numbers—p. 131 • Lesson 10-5 Model Multiplying Two Decimals—p. 132 • Lesson 10-6 Multiply Decimals by Decimals—p. 133 • Lesson 10-7 Zeros in the Product—p. 134 • Lesson 10-8 Divide by 10, 100, and 1000—p. 135 • Lesson 10-9 Model Dividing a Decimal by a Whole Number—p. 136 • Lesson 10-10 Divide Decimals by Whole Numbers—p. 137 • Lesson 10-11 Zeros in Division—p. 138 • Lesson 10-12 Model Dividing a Decimal by a Decimal—p. 139 • Lesson 10-13 Divide Decimals—p. 140 • Lesson 10-14 Estimate Decimal Quotients—p. 141 • Lesson 10-15 Estimate with Money—p. 142 TEACHER'S EDITION & TE eBOOK* Chapter 10 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 357A—357K DIGITAL RESOURCES* Chapter 10 Still More Practice Chapter 10 Interactive Practice (each skill) Chapter 10 Problem-Solving Practice (each skill lesson)
MA.5.NSO.2.5 Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability. *Example:* The number 12.3 divided by 0.01 can be thought of as ? × 0.01 = 12.3 to determine the quotient is 1,230. **Benchmark Clarifications:** *Clarification 1:* Instruction focuses on the place value of the digit when multiplying or dividing.	

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Fractions

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.FR.1 Interpret a fraction as an answer to a division problem.

MA.5.FR.1.1 Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.

Example: At Shawn's birthday party, a two-gallon container of lemonade is shared equally among 20 friends. Each friend will have $\frac{2}{20}$ of a gallon of lemonade which is equivalent to one-tenth of a gallon which is a little more than 12 ounces.

Benchmark Clarifications:

Clarification 1: Instruction includes making a connection between fractions and division by understanding that fractions can also represent division of a numerator by a denominator.

Clarification 2: Within this benchmark, the expectation is not to simplify or use lowest terms.

Clarification 3: Fractions can include fractions greater than one.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

Introduction to Problem Solving
- Interpret the Remainder—SE/TE p. 16

Chapter 6 Fractions: Multiplication
- Lesson 6-9 Interpret the Remainder—SE/TE pp. 246–247

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*
- Lesson 6-9 Interpret the Remainder—p. 87

TEACHER'S EDITION & TE eBOOK*

Chapter 6 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 227A—227K

DIGITAL RESOURCES*

Chapter 6 Still More Practice
Chapter 6 Interactive Practice (each skill)
Chapter 6 Problem-Solving Practice (each skill lesson)

MA.5.FR.2 Perform operations with fractions.

MA.5.FR.2.1 Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.

Example: The sum of $\frac{1}{12}$ and $\frac{1}{24}$ can be determined as $\frac{1}{8}$, $\frac{3}{24}$, $\frac{6}{48}$ or $\frac{36}{288}$ by using different common denominators or equivalent fractions.

Benchmark Clarifications:

Clarification 1: Instruction includes the use of estimation, manipulatives, drawings or the properties of operations.

Clarification 2: Instruction builds on the understanding from previous grades of factors up to 12 and their multiples.

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

Chapter 5 Fractions: Addition and Subtraction
- Lesson 5-1 Rename Fraction Sums: Like Denominators—SE/TE pp. 182–183
- Lesson 5-2 Use Fraction Models to Add Fractions—SE/TE pp. 184–185
- Lesson 5-3 Add Fractions: Unlike Denominators—SE/TE pp. 186–187
- Lesson 5-4 Add Three Fractions—SE/TE pp. 188–189
- Lesson 5-5 Add Mixed Numbers—SE/TE pp. 190–191
- Lesson 5-6 Rename Mixed Number Sums—SE/TE pp. 192–193
- Lesson 5-7 Rename Differences: Like Denominators—SE/TE pp. 196–197
- Lesson 5-8 Use Fraction Models to Subtract Fractions—SE/TE pp. 198–199
- Lesson 5-9 Subtract Fractions: Unlike Denominators—SE/TE pp. 200–201
- Lesson 5-10 More Subtraction of Fractions—SE/TE pp. 202–203
- Lesson 5-11 Subtract Fractions and Whole Numbers from Mixed Numbers—SE/TE pp. 204–205
- Lesson 5-12 Subtract Mixed Numbers—SE/TE pp. 208–209
- Lesson 5-13 Use Benchmark Fractions—SE/TE pp. 210–211
- Lesson 5-14 Subtraction with Renaming—SE/TE pp. 212–213
- Lesson 5-15 More Renaming in Subtraction—SE/TE pp. 214–215
- Lesson 5-16 Estimate Sums and Differences of Mixed Numbers—SE/TE pp. 216–217

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*
- Lesson 5-1 Rename Fraction Sums: Like Denominators—p. 61
- Lesson 5-2 Use Fraction Models to Add Fractions—p. 62

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Fractions

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.FR.2 Perform operations with fractions.

continued

MA.5.FR.2.1 Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.

continued

- Lesson 5-3 Add Fractions: Unlike Denominators—p. 63
- Lesson 5-4 Add Three Fractions—p. 64
- Lesson 5-5 Add Mixed Numbers—p. 65
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- Lesson 5-9 Subtract Fractions: Unlike Denominators—p. 69
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- Lesson 5-16 Estimate Sums and Differences of Mixed Numbers—p. 76

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 181A—181K

DIGITAL RESOURCES*

Chapter 5 Still More Practice
Chapter 5 Interactive Practice (each skill)
Chapter 5 Problem-Solving Practice (each skill lesson)

MA.5.FR.2.2 Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.

Benchmark Clarifications:

Clarification 1: Instruction includes the use of manipulatives, drawings or the properties of operations.

Clarification 2: Denominators limited to whole numbers up to 20.

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

Chapter 6 Fractions: Multiplication

- Lesson 6-1 Use Models to Multiply Fractions—SE/TE pp. 228–229
- Lesson 6-2 Multiply Fractions by Fractions—SE/TE pp. 230–231
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- Lesson 6-5 Multiply Fractions Using GCF—SE/TE pp. 238–239
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- Lesson 6-9 Interpret the Remainder—SE/TE pp. 246–247

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 6-1 Use Models to Multiply Fractions—p. 79
- Lesson 6-2 Multiply Fractions by Fractions—p. 80
- Lesson 6-3 Multiply Fractions and Whole Numbers—p. 81
- Lesson 6-5 Multiply Fractions Using GCF—p. 83
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TEACHER'S EDITION & TE eBOOK*

Chapter 6 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 227A—227K

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Fractions

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.FR.2 Perform operations with fractions.

continued	*continued*
MA.5.FR.2.2 Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	DIGITAL RESOURCES* Chapter 6 Still More Practice Chapter 6 Interactive Practice (each skill) Chapter 6 Problem-Solving Practice (each skill lesson)
MA.5.FR.2.3 When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating. **Benchmark Clarifications:** *Clarification 1:* Instruction focuses on the connection to decimals, estimation and assessing the reasonableness of an answer.	STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* • Lesson 6-4 Scaling Fractions—SE/TE pp. 234–235 STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 6-4 Scaling Fractions—p. 82 TEACHER'S EDITION & TE eBOOK* Chapter 6 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 227A—227K DIGITAL RESOURCES* Chapter 6 Still More Practice Chapter 6 Interactive Practice (each skill) Chapter 6 Problem-Solving Practice (each skill lesson)
MA.5.FR.2.4 Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction. **Benchmark Clarifications:** *Clarification 1:* Instruction includes the use of manipulatives, drawings or the properties of operations. *Clarification 2:* Refer to *Situations Involving Operations with Numbers* (Appendix A).	STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* CHAPTER 7 FRACTIONS: DIVISION • Lesson 7-1 Division of Fractions—SE/TE pp. 258–259 • Lesson 7-2 Division with a Unit Fraction—SE/TE pp. 260–261 • Lesson 7-3 Reciprocals—SE/TE pp. 262–263 • Lesson 7-4 Divide Whole Numbers by Fractions—SE/TE pp. 264–265 • Lesson 7-5 Divide Fractions by Fractions—SE/TE pp. 266–267 • Lesson 7-6 Divide Fractions by Whole Numbers—SE/TE pp. 268–269 • Lesson 7-7 Divide Mixed Numbers by Fractions—SE/TE pp. 272–273 • Lesson 7-8 Divide Mixed Numbers—SE/TE pp. 274–275 • Lesson 7-9 Estimate Products and Quotients with Mixed Numbers—SE/TE pp. 276–277 STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 7-1 Division of Fractions—p. 90 • Lesson 7-2 Division with a Unit Fraction—p. 91 • Lesson 7-3 Reciprocals—p. 92 • Lesson 7-4 Divide Whole Numbers by Fractions—p. 93 • Lesson 7-5 Divide Fractions by Fractions—p. 94 • Lesson 7-6 Divide Fractions by Whole Numbers—p. 95 • Lesson 7-7 Divide Mixed Numbers by Fractions—p. 96 • Lesson 7-8 Divide Mixed Numbers—p. 97 • Lesson 7-9 Estimate Products and Quotients with Mixed Numbers—p. 98 TEACHER'S EDITION & TE eBOOK* Chapter 7 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 257A—257K DIGITAL RESOURCES* Chapter 7 Still More Practice Chapter 7 Interactive Practice (each skill) Chapter 7 Problem-Solving Practice (each skill lesson)

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Algebraic Reasoning

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.AR.1 Solve problems involving the four operations with whole numbers and fractions.

MA.5.AR.1.1 Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.

Benchmark Clarifications:
Clarification 1: Depending on the context, the solution of a division problem with a remainder may be the whole number part of the quotient, the whole number part of the quotient with the remainder, the whole number part of the quotient plus 1, or the remainder.

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

Introduction to Problem Solving
- Use More Than One Step—SE/TE p. 17

Chapter 1 Place Value, Addition, and Subtraction
- Lesson 1-15 Problem-Solving Strategy: Guess and Test—SE/TE pp. 56–57
- Lesson 1-16 Problem-Solving Applications: Mixed Review—SE/TE pp. 58–59

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*
- Lesson 1-15 Problem-Solving Strategy: Guess and Test—p. 15
- Lesson 1-16 Problem-Solving Applications: Mixed Review—p. 16

TEACHER'S EDITION & TE eBOOK*
Chapter 1 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 25A—25K

DIGITAL RESOURCES*
Chapter 1 Still More Practice
Chapter 1 Interactive Practice (each skill)
Chapter 1 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

Chapter 2 Multiplication
- Lesson 2-11 Problem-Solving Strategy: Use More Than One Step—SE/TE pp. 88–89
- Lesson 2-12 Problem-Solving Applications: Mixed Review—SE/TE pp. 90–91

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*
- Lesson 2-11 Problem-Solving Strategy: Use More Than One Step—p. 27
- Lesson 2-12 Problem-Solving Applications: Mixed Review—p. 28

TEACHER'S EDITION & TE eBOOK*
Chapter 2 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 65A—65K

DIGITAL RESOURCES*
Chapter 2 Still More Practice
Chapter 2 Interactive Practice (each skill)
Chapter 2 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

Chapter 3 Division
- Lesson 3-19 Problem-Solving Strategy: Write an Equation—SE/TE pp. 140–141
- Lesson 3-20 Problem-Solving Applications: Mixed Review—SE/TE pp. 142–143

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*
- Lesson 3-19 Problem-Solving Strategy: Write an Equation—p. 47
- Lesson 3-20 Problem-Solving Applications: Mixed Review—p. 48

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Algebraic Reasoning

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.AR.1 Solve problems involving the four operations with whole numbers and fractions.

continued

MA.5.AR.1.1 Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.

continued

TEACHER'S EDITION & TE eBOOK*

Chapter 3 Overview/Lesson Planner/Assessment Options/Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 97A—97K

DIGITAL RESOURCES*

Chapter 3 Still More Practice
Chapter 3 Interactive Practice (each skill)
Chapter 3 Problem-Solving Practice (each skill lesson)

MA.5.AR.1.2 Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.

Example: Shanice had a sleepover and her mom is making French toast in the morning. If her mom had $2\frac{1}{4}$ loaves of bread and used $1\frac{1}{2}$ loaves for the French toast, how much bread does she have left?

Benchmark Clarifications:

Clarification 1: Depending on the context, the solution of a division problem with a remainder may be the whole number part of the quotient, the whole number part of the quotient with the remainder, the whole number part of the quotient plus 1, or the remainder.

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 5 FRACTIONS: ADDITION AND SUBTRACTION

- Lesson 5-1 Rename Fraction Sums: Like Denominators—SE/TE pp. 182–183
- Lesson 5-2 Use Fraction Models to Add Fractions—SE/TE pp. 184–185
- Lesson 5-3 Add Fractions: Unlike Denominators—SE/TE pp. 186–187
- Lesson 5-4 Add Three Fractions—SE/TE pp. 188–189
- Lesson 5-5 Add Mixed Numbers—SE/TE pp. 190–191
- Lesson 5-6 Rename Mixed Number Sums—SE/TE pp. 192–193
- Lesson 5-7 Rename Differences: Like Denominators—SE/TE pp. 196–197
- Lesson 5-8 Use Fraction Models to Subtract Fractions—SE/TE pp. 198–199
- Lesson 5-9 Subtract Fractions: Unlike Denominators—SE/TE pp. 200–201
- Lesson 5-10 More Subtraction of Fractions—SE/TE pp. 202–203
- Lesson 5-11 Subtract Fractions and Whole Numbers from Mixed Numbers—SE/TE pp. 204–205
- Lesson 5-12 Subtract Mixed Numbers—SE/TE pp. 208–209
- Lesson 5-13 Use Benchmark Fractions—SE/TE pp. 210–211
- Lesson 5-14 Subtraction with Renaming—SE/TE pp. 212–213
- Lesson 5-15 More Renaming in Subtraction—SE/TE pp. 214–215
- Lesson 5-16 Estimate Sums and Differences of Mixed Numbers—SE/TE pp. 216–217
- Lesson 5-17 Problem-Solving Strategy: Work Backward—SE/TE pp. 218–219
- Lesson 5-18 Problem-Solving Applications: Mixed Review—SE/TE pp. 220–221

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 5-1 Rename Fraction Sums: Like Denominators—p. 61
- Lesson 5-2 Use Fraction Models to Add Fractions—p. 62
- Lesson 5-3 Add Fractions: Unlike Denominators—p. 63
- Lesson 5-4 Add Three Fractions—p. 64
- Lesson 5-5 Add Mixed Numbers—p. 65
- Lesson 5-6 Rename Mixed Number Sums—p. 66
- Lesson 5-7 Rename Differences: Like Denominators—p. 67
- Lesson 5-8 Use Fraction Models to Subtract Fractions—p. 68

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Algebraic Reasoning

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.AR.1 Solve problems involving the four operations with whole numbers and fractions.

continued

MA.5.AR.1.2 Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.

continued

continued

- Lesson 5-9 Subtract Fractions: Unlike Denominators—p. 69
- Lesson 5-10 More Subtraction of Fractions—p. 70
- Lesson 5-11 Subtract Fractions and Whole Numbers from Mixed Numbers—p. 71
- Lesson 5-12 Subtract Mixed Numbers—p. 72
- Lesson 5-13 Use Benchmark Fractions—p. 73
- Lesson 5-14 Subtraction with Renaming—p. 74
- Lesson 5-15 More Renaming in Subtraction—p. 75
- Lesson 5-16 Estimate Sums and Differences of Mixed Numbers—p. 76
- Lesson 5-17 Problem-Solving Strategy: Work Backward—p. 77
- Lesson 5-18 Problem-Solving Applications: Mixed Review—p. 78

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 181A—181K

DIGITAL RESOURCES*

Chapter 5 Still More Practice
Chapter 5 Interactive Practice (each skill)
Chapter 5 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

Chapter 6 Fractions: Multiplication

- Lesson 6-1 Use Models to Multiply Fractions—SE/TE pp. 228–229
- Lesson 6-2 Multiply Fractions by Fractions—SE/TE pp. 230–231
- Lesson 6-3 Multiply Fractions and Whole Numbers—SE/TE pp. 232–233
- Lesson 6-4 Scaling Fractions—SE/TE pp. 234–235
- Lesson 6-5 Multiply Fractions Using GCF—SE/TE pp. 238–239
- Lesson 6-6 Rename Mixed Numbers as Fractions—SE/TE pp. 240–241
- Lesson 6-7 Multiply Fractions and Mixed Numbers—SE/TE pp. 242–243
- Lesson 6-8 Multiply Mixed Numbers—SE/TE pp. 244–245
- Lesson 6-10 Problem-Solving Strategy: Use Simpler Numbers—SE/TE pp. 248–249
- Lesson 6-11 Problem-Solving Applications: Mixed Review—SE/TE pp. 250–251

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 6-1 Use Models to Multiply Fractions—p. 79
- Lesson 6-2 Multiply Fractions by Fractions—p. 80
- Lesson 6-3 Multiply Fractions and Whole Numbers—p. 81
- Lesson 6-4 Scaling Fractions—p. 82
- Lesson 6-5 Multiply Fractions Using GCF—p. 83
- Lesson 6-6 Rename Mixed Numbers as Fractions—p. 84
- Lesson 6-7 Multiply Fractions and Mixed Numbers—p. 85
- Lesson 6-8 Multiply Mixed Numbers—p. 86
- Lesson 6-10 Problem-Solving Strategy: Use Simpler Numbers—p. 88
- Lesson 6-11 Problem-Solving Applications: Mixed Review—p. 89

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Algebraic Reasoning

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.AR.1 Solve problems involving the four operations with whole numbers and fractions.

continued	*continued*
MA.5.AR.1.2 Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	TEACHER'S EDITION & TE eBOOK* Chapter 6 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 227A–227K DIGITAL RESOURCES* Chapter 6 Still More Practice Chapter 6 Interactive Practice (each skill) Chapter 6 Problem-Solving Practice (each skill lesson)
MA.5.AR.1.3 Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction. *Example:* A property has a total of $\frac{1}{2}$ acre and needs to be divided equally among 3 sisters. Each sister will receive $\frac{1}{6}$ of an acre. *Example:* Kiki has 10 candy bars and plans to give $\frac{1}{4}$ of a candy bar to her classmates at school. How many classmates will receive a piece of a candy bar? Benchmark Clarifications: *Clarification 1:* Instruction includes the use of visual models and equations to represent the problem.	STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* CHAPTER 7 FRACTIONS: DIVISION • Lesson 7-1 Division of Fractions—SE/TE pp. 258–259 • Lesson 7-2 Division with a Unit Fraction—SE/TE pp. 260–261 • Lesson 7-3 Reciprocals—SE/TE pp. 262–263 • Lesson 7-4 Divide Whole Numbers by Fractions—SE/TE pp. 264–265 • Lesson 7-5 Divide Fractions by Fractions—SE/TE pp. 266–267 • Lesson 7-6 Divide Fractions by Whole Numbers—SE/TE pp. 268–269 • Lesson 7-7 Divide Mixed Numbers by Fractions—SE/TE pp. 272–273 • Lesson 7-8 Divide Mixed Numbers—SE/TE pp. 274–275 • Lesson 7-9 Estimate Products and Quotients with Mixed Numbers—SE/TE pp. 276–277 • Lesson 7-10 Word Problems Involving Fractions—SE/TE pp. 278–279 • Lesson 7-11 Problem-Solving Strategy: Make a Table/Find a Pattern—SE/TE pp. 280–281 • Lesson 7-12 Problem-Solving Applications: Mixed Review—SE/TE pp. 282–283 STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 7-1 Division of Fractions—p. 90 • Lesson 7-2 Division with a Unit Fraction—p. 91 • Lesson 7-3 Reciprocals—p. 92 • Lesson 7-4 Divide Whole Numbers by Fractions—p. 93 • Lesson 7-5 Divide Fractions by Fractions—p. 94 • Lesson 7-6 Divide Fractions by Whole Numbers—p. 95 • Lesson 7-7 Divide Mixed Numbers by Fractions—p. 96 • Lesson 7-8 Divide Mixed Numbers—p. 97 • Lesson 7-9 Estimate Products and Quotients with Mixed Numbers—p. 98 • Lesson 7-10 Word Problems Involving Fractions—p. 99 • Lesson 7-11 Problem-Solving Strategy: Make a Table/Find a Pattern—p. 100 • Lesson 7-12 Problem-Solving Applications: Mixed Review—p. 101 TEACHER'S EDITION & TE eBOOK* Chapter 7 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 257A–257K DIGITAL RESOURCES* Chapter 7 Still More Practice Chapter 7 Interactive Practice (each skill) Chapter 7 Problem-Solving Practice (each skill lesson)

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Algebraic Reasoning

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.AR.2 Demonstrate an understanding of equality and addition and subtraction.

MA.5.AR.2.1 Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.

Example: The expression 4.5 + (3 × 2) in word form is *four and five tenths* plus the quantity 3 times 2.

Benchmark Clarifications:

Clarification 1: Expressions are limited to any combination of the arithmetic operations, including parentheses, with whole numbers, decimals and fractions.

Clarification 2: Within this benchmark, the expectation is not to include exponents or nested grouping symbols.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 3 DIVISION

- Lesson 3-17 Expressions with Grouping Symbols—SE/TE pp. 136–137
- Lesson 3-18 Algebraic Expressions and Equations—SE/TE pp. 138–139
- Lesson 3-19 Problem-Solving Strategy: Write an Equation—SE/TE pp. 140–141

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 3-17 Expressions with Grouping Symbols—p. 45
- Lesson 3-18 Algebraic Expressions and Equations—p. 46
- Lesson 3-19 Problem-Solving Strategy: Write an Equation—p. 47

TEACHER'S EDITION & TE eBOOK*

Chapter 3 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 97A—97K

DIGITAL RESOURCES*

Chapter 3 Reteach Lessons & Practice/Reteach Teacher Support
- Write and Interpret Numerical Expressions

Chapter 3 Still More Practice

Chapter 3 Interactive Practice (each skill)

Operations & Algebraic Thinking
- Evaluate numerical expression: grouping symbols
- Use grouping symbols in a numerical expression
- Interpret a numerical expression
- Translate expression: verbal to numerical

Chapter 3 Problem-Solving Practice (each skill lesson)

Chapter 3 Reteach Videos
- Writing, Interpreting, and Evaluating Numerical Expressions

MA.5.AR.2.2 Evaluate multi-step numerical expressions using order of operations.

Example: Patti says the expression 12 ÷ 2 × 3 is equivalent to 18 because she works each operation from left to right. Gladys says the expression 12 ÷ 2 × 3 is equivalent to 2 because first multiplies 2 × 3 then divides 6 into 12. David says that Patti is correctly using order of operations and suggests that if parentheses were added, it would give more clarity.

Benchmark Clarifications:

Clarification 1: Multi-step expressions are limited to any combination of arithmetic operations, including parentheses, with whole numbers, decimals and fractions.

Clarification 2: Within this benchmark, the expectation is not to include exponents or nested grouping symbols.

Clarification 3: Decimals are limited to hundredths. Expressions cannot include division of a fraction by a fraction.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 3 DIVISION

- Lesson 3-16 Order of Operations—SE/TE pp. 134–135
- Lesson 3-17 Expressions with Grouping Symbols—SE/TE pp. 136–137

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 3-16 Order of Operations—p. 44
- Lesson 3-17 Expressions with Grouping Symbols—p. 45

TEACHER'S EDITION & TE eBOOK*

Chapter 3 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 97A—97K

DIGITAL RESOURCES*

Chapter 3 Still More Practice

Chapter 3 Interactive Practice (each skill)

Chapter 3 Problem-Solving Practice (each skill lesson)

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Algebraic Reasoning

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.AR.2 Demonstrate an understanding of equality and addition and subtraction.

MA.5.AR.2.3 Determine and explain whether an equation involving any of the four operations is true or false.

Example: The equation 2.5 + (6 × 2) = 16 − 1.5 can be determined to be true because the expression on both sides of the equal sign are equivalent to 14.5.

Benchmark Clarifications:

Clarification 1: Problem types include equations that include parenthesis but not nested parentheses.

Clarification 2: Instruction focuses on the connection between properties of equality and order of operations.

Related content

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

Chapter 3 Division

- Lesson 3-17 Expressions with Grouping Symbols—SE/TE pp. 136–137
- Lesson 3-18 Algebraic Expressions and Equations—SE/TE pp. 138–139

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 3-17 Expressions with Grouping Symbols—p. 45
- Lesson 3-18 Algebraic Expressions and Equations—p. 46

TEACHER'S EDITION & TE eBOOK*

Chapter 3 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 97A—97K

DIGITAL RESOURCES*

Chapter 3 Still More Practice
Chapter 3 Interactive Practice (each skill)
Chapter 3 Problem-Solving Practice (each skill lesson

MA.5.AR.2.4 Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.

Example: The equation 250 − (5 × s) = 15 can be used to represent that 5 sheets of paper are given to s students from a pack of paper containing 250 sheets with 15 sheets left over.

Benchmark Clarifications:

Clarification 1: Instruction extends the development of algebraic thinking where the unknown letter is recognized as a variable.

Clarification 2: Problems include the unknown and different operations on either side of the equal sign.

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

Chapter 3 Division

- Lesson 3-17 Expressions with Grouping Symbols—SE/TE pp. 136–137
- Lesson 3-18 Algebraic Expressions and Equations—SE/TE pp. 138–139
- Lesson 3-19 Problem-Solving Strategy: Write an Equation—SE/TE pp. 140–141
- Lesson 3-20 Problem-Solving Applications: Mixed Review—SE/TE pp. 142–143

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 3-17 Expressions with Grouping Symbols—p. 45
- Lesson 3-18 Algebraic Expressions and Equations—p. 46
- Lesson 3-19 Problem-Solving Strategy: Write an Equation—p. 47
- Lesson 3-20 Problem-Solving Applications: Mixed Review—p. 48

TEACHER'S EDITION & TE eBOOK*

Chapter 3 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 97A—97K

DIGITAL RESOURCES*

Chapter 3 Still More Practice
Chapter 3 Interactive Practice (each skill)
Chapter 3 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

Chapter 10 Decimals: Multiplication and Division

- Lesson 10-16 Problem-Solving Strategy: Write a Number Sentence—SE/TE pp. 392–393

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 10-16 Problem-Solving Strategy: Write a Number Sentence—p. 143

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Algebraic Reasoning

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.AR.2 Demonstrate an understanding of equality and addition and subtraction.

continued **MA.5.AR.2.4** Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.	*continued* TEACHER'S EDITION & TE eBOOK* Chapter 10 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 357A—357K DIGITAL RESOURCES* Chapter 10 Still More Practice Chapter 10 Interactive Practice (each skill) Chapter 10 Problem-Solving Practice (each skill lesson)

MA.5.AR.3 Analyze patterns and relationships between inputs and outputs.

MA.5.AR.3.1 Given a numerical pattern, identify and write a rule that can describe the pattern as an expression. *Example:* The given pattern 6, 8, 10, 12... can be describe using the expression $4 + 2x$, where $x = 1, 2, 3, 4...$; the expression $6 + 2x$, where $x = 0, 1, 2, 3...$ or the expression $2x$, where $x = 3, 4, 5, 6$ ... Benchmark Clarifications: *Clarification 1:* Rules are limited to one or two operations using whole numbers. *continued*	STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* **CHAPTER 2 MULTIPLICATION** • Lesson 2-4 Patterns in Multiplication—SE/TE pp. 72–73 STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 2-4 Patterns in Multiplication—p. 20 TEACHER'S EDITION & TE eBOOK* Chapter 2 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 65A—65K DIGITAL RESOURCES* Chapter 2 Still More Practice Chapter 2 Interactive Practice (each skill) Chapter 2 Problem-Solving Practice (each skill lesson) STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* **CHAPTER 3 DIVISION** • Lesson 3-2 Division Patterns—SE/TE pp. 100–101 • Lesson 3-3 Explore Divisibility—SE/TE pp. 102–103 STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 3-2 Division Patterns—p. 30 • Lesson 3-3 Explore Divisibility—p. 31 TEACHER'S EDITION & TE eBOOK* Chapter 3 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 97A—97K DIGITAL RESOURCES* Chapter 3 Still More Practice Chapter 3 Interactive Practice (each skill) Chapter 3 Problem-Solving Practice (each skill lesson) STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* **CHAPTER 7 FRACTIONS: DIVISION** • Lesson 7-11 Problem-Solving Strategy: Make a Table/Find a Pattern—SE/TE pp. 280–281 STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 7-11 Problem-Solving Strategy: Make a Table/Find a Pattern—p. 100 *continued*

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Algebraic Reasoning

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.AR.3 Analyze patterns and relationships between inputs and outputs.

continued

MA.5.AR.3.1 Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.

continued

TEACHER'S EDITION & TE eBOOK*
Chapter 7 Overview/Lesson Planner/Assessment Options/Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 257A—257K

DIGITAL RESOURCES*
Chapter 7 Still More Practice
Chapter 7 Interactive Practice (each skill)
Chapter 7 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*
CHAPTER 8 PROBABILITY AND STATISTICS
- Lesson 8-8 Sequences—SE/TE pp. 306–307
- Lesson 8-9 Compare Sequences—SE/TE pp. 308–309

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*
- Lesson 8-8 Sequences—p. 109
- Lesson 8-9 Compare Sequences—p. 110

TEACHER'S EDITION & TE eBOOK*
Chapter 8 Overview/Lesson Planner/Assessment Options/Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 289A—289K

DIGITAL RESOURCES*
Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support
- Analyze Numerical Patterns

Chapter 8 Still More Practice
Chapter 8 Interactive Practice (each skill)
Operations & Algebraic Thinking
- Generate numerical patterns using two given rules

Chapter 8 Problem-Solving Practice (each skill lesson)

MA.5.AR.3.2 Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.

Example: The expression $6 + 2x$, where x represents any whole number, can be represented in a two-column table as shown below.

Input (x)	0	1	2	3
Output	6	8	10	12

Benchmark Clarifications:
Clarification 1: Instruction builds a foundation for proportional and linear relationships in later grades.
Clarification 2: Rules are limited to one or two operations using whole numbers.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*
CHAPTER 13 METRIC MEASUREMENT, AREA, AND VOLUME
- Lesson 13 Enrichment: Function Tables—SE/TE p. 505

*Digital resources available at SadlierConnect.com
Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Measurement

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.M.1 Convert measurement units to solve multi-step problems.

MA.5.M.1.1 Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.

Example: There are 60 minutes in 1 hour, 24 hours in 1 day and 7 days in 1 week. So, there are 60 × 24 × 7 minutes in one week which is equivalent to 10,080 minutes.

Benchmark Clarifications:
Clarification 1: Within the benchmark, the expectation is not to memorize the conversions.

Clarification 2: Conversions include length, time, volume and capacity represented as whole numbers, fractions and decimals.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 12 MEASUREMENT TOPICS

- Lesson 12-1 Relate Customary Units of Length—SE/TE pp. 442–443
- Lesson 12-2 Relate Customary Units of Capacity—SE/TE pp. 444–445
- Lesson 12-3 Relate Customary Units of Weight—SE/TE pp. 446–447
- Lesson 12-7 Problem-Solving Strategy: Use More Than One Step—SE/TE pp. 456–457
- Lesson 12-8 Problem-Solving Applications: Mixed Review—SE/TE pp. 458–459

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 12-1 Relate Customary Units of Length—p. 160
- Lesson 12-2 Relate Customary Units of Capacity—p. 161
- Lesson 12-3 Relate Customary Units of Weight—p. 162
- Lesson 12-7 Problem-Solving Strategy: Use More Than One Step—p. 166
- Lesson 12-8 Problem-Solving Applications: Mixed Review—p. 167

TEACHER'S EDITION & TE eBOOK*

Chapter 12 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 441A—441K

DIGITAL RESOURCES*

Chapter 12 Reteach Lessons & Practice/Reteach Teacher Support
- Convert Customary Measurement Units

Chapter 12 Still More Practice
Chapter 12 Interactive Practice (each skill)
Measurement & Data
- Convert units within a measurement system
- Solve problems involving unit conversions

Chapter 12 Problem-Solving Practice (each skill lesson)
Chapter 12 Reteach Videos
- Convert Customary Measurement Units

MA.5.M.2 Solve problems involving money.

MA.5.M.2.1 Solve multi-step real-world problems involving money using decimal notation.

Example: Don is at the store and wants to buy soda. Which option would be cheaper: buying one 24-ounce can of soda for $1.39 or buying two 12-ounce cans of soda for 69¢ each?

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 2 MULTIPLICATION

- Lesson 2-10 Multiplication with Money—SE/TE pp. 86–87

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 2-10 Multiplication with Money—p. 26

TEACHER'S EDITION & TE eBOOK*

Chapter 2 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 65A—65K

DIGITAL RESOURCES*

Chapter 2 Still More Practice
Chapter 2 Interactive Practice (each skill)
Chapter 2 Problem-Solving Practice (each skill lesson)

continued

*Digital resources available at SadlierConnect.com
Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Measurement

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.M.2 Solve problems involving money.

continued **MA.5.M.2.1** Solve multi-step real-world problems involving money using decimal notation.	*continued* STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* **CHAPTER 3 DIVISION** • Lesson 3-15 Divide Money—SE/TE pp. 130–131 STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 3-15 Divide Money—p. 43 TEACHER'S EDITION & TE eBOOK* Chapter 3 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 97A—97K DIGITAL RESOURCES* Chapter 3 Still More Practice Chapter 3 Interactive Practice (each skill) Chapter 3 Problem-Solving Practice (each skill lesson) STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* **CHAPTER 10 DECIMALS: MULTIPLICATION AND DIVISION** • Lesson 10-15 Estimate with Money—SE/TE pp. 390–391 STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 10-15 Estimate with Money—p. 142 TEACHER'S EDITION & TE eBOOK* Chapter 10 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 357A—357K DIGITAL RESOURCES* Chapter 10 Still More Practice Chapter 10 Interactive Practice (each skill) Chapter 10 Problem-Solving Practice (each skill lesson)

Geometric Reasoning

MA.5.GR.1 Classify two-dimensional figures and three-dimensional figures based on defining attributes.

MA.5.GR.1.1 Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category. Benchmark Clarifications: *Clarification 1:* Triangles include scalene, isosceles, equilateral, acute, obtuse and right; quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids. *continued*	STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* **CHAPTER 11 GEOMETRY** • Lesson 11-5 Triangles—SE/TE pp. 410–411 • Lesson 11-6 Quadrilaterals—SE/TE pp. 414–415 • Lesson 11-7 Classify Quadrilaterals—SE/TE pp. 416–417 STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 11-5 Triangles—p. 149 • Lesson 11-6 Quadrilaterals—p. 150 • Lesson 11-7 Classify Quadrilaterals—p. 151 TEACHER'S EDITION & TE eBOOK* Chapter 11 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 401A—401K *continued*

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Geometric Reasoning

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.GR.1 Classify two-dimensional figures and three-dimensional figures based on defining attributes.

continued	*continued*
MA.5.GR.1.1 Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.	DIGITAL RESOURCES* Chapter 11 Reteach Lessons & Practice/Reteach Teacher Support • Analyze Properties to Classify Two-Dimensional Figures Chapter 11 Still More Practice Chapter 11 Interactive Practice (each skill) **Geometry** • Classify 2-D figures using attributes • Know attributes of 2-D categories/subcategories Chapter 11 Problem-Solving Practice (each skill lesson)
MA.5.GR.1.2 Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres. **Benchmark Clarifications:** *Clarification 1:* Defining attributes include the number and shape of faces, number and shape of bases, whether or not there is an apex, curved or straight edges and curved or flat faces.	STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* **CHAPTER 13 METRIC MEASUREMENT, AREA, AND VOLUME** • Lesson 13-9 Solid Figures—SE/TE pp. 486–487 STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 13-9 Solid Figures—p. 176 TEACHER'S EDITION & TE eBOOK* Chapter 13 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 465A—465K DIGITAL RESOURCES* Chapter 13 Still More Practice Chapter 13 Interactive Practice (each skill) Chapter 13 Problem-Solving Practice (each skill lesson)

MA.5.GR.2 Find the perimeter and area of rectangles with fractional or decimal side lengths.

MA.5.GR.2.1 Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas. **Benchmark Clarifications:** *Clarification 1:* Instruction includes finding the area of a rectangle with fractional side lengths by tiling it with squares having unit fraction side lengths and showing that the area is the same as would be found by multiplying the side lengths. *Clarification 2:* Responses include the appropriate units in word form. *continued*	STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* **CHAPTER 11 GEOMETRY** • Lesson 11-8 Perimeter—SE/TE pp. 418–419 STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 11-8 Perimeter—p. 152 TEACHER'S EDITION & TE eBOOK* Chapter 11 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 401A—401K DIGITAL RESOURCES* Chapter 11 Still More Practice Chapter 11 Interactive Practice (each skill) Chapter 11 Problem-Solving Practice (each skill lesson) *continued*

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Geometric Reasoning

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.GR.2 Find the perimeter and area of rectangles with fractional or decimal side lengths.

continued

MA.5.GR.2.1 Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 13 METRIC MEASUREMENT, AREA, AND VOLUME

- Lesson 13-6 Find Areas of Rectangles and Squares—SE/TE pp. 478–479
- Lesson 13-7 Areas of Rectangles and Squares—SE/TE pp. 480–481
- Lesson 13-8 Areas of Parallelograms and Triangles—SE/TE pp. 482–483

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 13-6 Find Areas of Rectangles and Squares—p. 173
- Lesson 13-7 Areas of Rectangles and Squares—p. 174
- Lesson 13-8 Areas of Parallelograms and Triangles—p. 175

TEACHER'S EDITION & TE eBOOK*

Chapter 13 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 465A—465K

DIGITAL RESOURCES*

Chapter 13 Reteach Lessons & Practice/Reteach Teacher Support
- Find Areas of Rectangles: Tile and Multiply

Chapter 13 Still More Practice
Chapter 13 Interactive Practice (each skill)
Chapter 13 Problem-Solving Practice (each skill lesson)

MA.5.GR.3 Solve problems involving the volume of right rectangular prisms.

MA.5.GR.3.1 Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.

Benchmark Clarifications:
Clarification 1: Instruction emphasizes the conceptual understanding that volume is an attribute that can be measured for a three-dimensional figure. The measurement unit for volume is the volume of a unit cube, which is a cube with edge length of 1 unit.

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 13 METRIC MEASUREMENT, AREA, AND VOLUME

- Lesson 13-11 Cubic Measure—SE/TE pp. 490–491
- Lesson 13-12 Volume—SE/TE pp. 492–493
- Lesson 13-13 Find Volume—SE/TE pp. 494–495
- Lesson 13-15 Estimate Volume—SE/TE pp. 498–499

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 13-11 Cubic Measure—p. 178
- Lesson 13-12 Volume—p. 179
- Lesson 13-13 Find Volume—p. 180
- Lesson 13-15 Estimate Volume—p. 182

TEACHER'S EDITION & TE eBOOK*

Chapter 13 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 465A—465K

DIGITAL RESOURCES*

Chapter 13 Reteach Lessons & Practice/Reteach Teacher Support
- Measure Volume
- Find Volume: Relate Packing of Unit Cubes to Multiplying

Chapter 13 Still More Practice

continued

*Digital resources available at SadlierConnect.com
Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Geometric Reasoning

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.GR.3 Solve problems involving the volume of right rectangular prisms.

continued	*continued*
MA.5.GR.3.1 Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.	Chapter 13 Interactive Practice (each skill) **Measurement & Data** • Find volumes of prisms by counting unit cubes Chapter 13 Problem-Solving Practice (each skill lesson) Chapter 13 Reteach Videos • Finding Volume: Using Unit Cubes and the Associative Property
MA.5.GR.3.2 Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula. **Benchmark Clarifications:** *Clarification 1:* Instruction includes finding the volume of right rectangular prisms by packing the figure with unit cubes, using a visual model or applying a multiplication formula. *Clarification 2:* Right rectangular prisms cannot exceed two-digit edge lengths and responses include the appropriate units in word form.	STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* **CHAPTER 13 METRIC MEASUREMENT, AREA, AND VOLUME** • Lesson 13-13 Find Volume—SE/TE pp. 494–495 STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 13-13 Find Volume—p. 180 TEACHER'S EDITION & TE eBOOK* Chapter 13 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 465A—465K DIGITAL RESOURCES* Chapter 13 Reteach Lessons & Practice/Reteach Teacher Support • Find Volume: Use the Associative Property Chapter 13 Still More Practice Chapter 13 Interactive Practice (each skill) **Measurement & Data** • Find volumes of prisms by multiplying edges • Find volume in context by dividing into prisms • Recognize volume as additive Chapter 13 Problem-Solving Practice (each skill lesson) Chapter 13 Reteach Videos • Understanding and Measuring Volume

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Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Geometric Reasoning

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.GR.3 Solve problems involving the volume of right rectangular prisms.

MA.5.GR.3.3 Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.

Example: A hydroponic box, which is a rectangular prism, is used to grow a garden in wastewater rather than soil. It has a base of 2 feet by 3 feet. If the volume of the box is 12 cubic feet, what would be the depth of the box?

Benchmark Clarifications:

Clarification 1: Instruction progresses from right rectangular prisms to composite figures composed of right rectangular prisms.

Clarification 2: When finding the volume of composite figures composed of right rectangular prisms, recognize volume as additive by adding the volume of non-overlapping parts.

Clarification 3: Responses include the appropriate units in word form.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 13 METRIC MEASUREMENT, AREA, AND VOLUME

- Lesson 13-12 Volume—SE/TE pp. 492–493
- Lesson 13-13 Find Volume—SE/TE pp. 494–495
- Lesson 13-15 Estimate Volume—SE/TE pp. 498–499
- Lesson 13-16 Problem-Solving Strategy: Draw a Picture—SE/TE pp. 500–501
- Lesson 13-17 Problem-Solving Applications: Mixed Review—SE/TE pp. 502–503

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 13-12 Volume—p. 179
- Lesson 13-13 Find Volume—p. 180
- Lesson 13-15 Estimate Volume—p. 182
- Lesson 13-16 Problem-Solving Strategy: Draw a Picture—p. 183
- Lesson 13-17 Problem-Solving Applications: Mixed Review—p. 184

TEACHER'S EDITION & TE eBOOK*

Chapter 13 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 465A—465K

DIGITAL RESOURCES*

Chapter 13 Reteach Lessons & Practice/Reteach Teacher Support
- Problem Solving: Apply Volume Formulas for Prisms
- Problem Solving: Decompose Figures to Find Volume

Chapter 13 Still More Practice

Chapter 13 Interactive Practice (each skill)

Measurement & Data
- Solve problems using the volume formula for prisms
- Find volume by decomposing a solid into prisms

Chapter 13 Problem-Solving Practice (each skill lesson)

*Digital resources available at SadlierConnect.com
Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Geometric Reasoning

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.GR.4 Plot points and represent problems on the coordinate plane.

MA.5.GR.4.1 Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane. **Benchmark Clarifications:** *Clarification 1:* Instruction includes the connection between two-column tables and coordinates on a coordinate plane. *Clarification 2:* Instruction focuses on the connection of the number line to the x- and y-axis. *Clarification 3:* Coordinate planes include axes scaled by whole numbers. Ordered pairs contain only whole numbers.	STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* **CHAPTER 8 PROBABILITY AND STATISTICS** • Lesson 8-7 Using Coordinate Graphs—SE/TE pp. 304–305 STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 8-7 Using Coordinate Graphs—p. 108 TEACHER'S EDITION & TE eBOOK* Chapter 8 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 289A—289K DIGITAL RESOURCES* Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support • Understand Points on the Coordinate Plane Chapter 8 Still More Practice Chapter 8 Interactive Practice (each skill) **Geometry** • Understand the meaning of an ordered pair Chapter 8 Problem-Solving Practice (each skill lesson) Chapter 8 Reteach Videos • The Coordinate Plane and Representing Problem Situations
MA.5.GR.4.2 Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation. *Example:* For Kevin's science fair project, he is growing plants with different soils. He plotted the point (5, 7) for one of his plants to indicate that the plant grew 7 inches by the end of week 5. **Benchmark Clarifications:** *Clarification 1:* Coordinate planes include axes scaled by whole numbers. Ordered pairs contain only whole numbers.	STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* **CHAPTER 8 PROBABILITY AND STATISTICS** • Lesson 8-7 Using Coordinate Graphs—SE/TE pp. 304–305 STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK* • Lesson 8-7 Using Coordinate Graphs—p. 108 TEACHER'S EDITION & TE eBOOK* Chapter 8 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 289A—289K DIGITAL RESOURCES* Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support • Graph Points to Represent Problem Situations Chapter 8 Still More Practice Chapter 8 Interactive Practice (each skill) **Geometry** • Solve problems by graphing a point in quadrant • Graph a point in the first quadrant • Solve problems by graphing a point in quadrant • Interpret coordinate values within a context Chapter 8 Problem-Solving Practice (each skill lesson) Chapter 8 Reteach Videos • The Coordinate Plane and Representing Problem Situations

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Data Analysis and Probability

Grade 5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS	PROGRESS IN MATHEMATICS

MA.5.DP.1 Collect, represent and interpret data and find the mean, mode, median or range of a data set.

MA.5.DP.1.1 Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.

Example: Gloria is keeping track of her money every week. She starts with $10.00, after one week she has $7.50, after two weeks she has $12.00 and after three weeks she has $6.25. Represent the amount of money she has using a line graph.

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation is for an estimation of fractional and decimal heights on line graphs.

Clarification 2: Decimal values are limited to hundredths. Denominators are limited to 1, 2, 3 and 4. Fractions can be greater than one.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 8 PROBABILITY AND STATISTICS

- Lesson 8-2 Collect and Organize Data—SE/TE pp. 292–293
- Lesson 8-5 Line Plots—SE/TE pp. 298–299
- Lesson 8-10 Make Line Graphs—SE/TE pp. 310–311

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 8-2 Collect and Organize Data—p. 103
- Lesson 8-5 Line Plots—p. 106
- Lesson 8-10 Make Line Graphs—p. 111

TEACHER'S EDITION & TE eBOOK*

Chapter 8 Overview/Lesson Planner/Assessment Options/ Strategic Intervention/English Language Learners/Differentiated Instruction/Problem of the Day—TE pp. 289A—289K

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support
- Problem Solving: Use Line Plots

Chapter 8 Still More Practice
Chapter 8 Interactive Practice (each skill)
Chapter 8 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice
- Make Pictographs
- Make Bar Graphs

MA.5.DP.1.2 Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.

Example: Rain was collected and measured daily to the nearest inch for the past week. The recorded amounts are 1, 0, 3, 1, 0, 0 and 1. The range is 3 inches, the modes are 0 and 1 inches and the mean value can be determined as $\frac{1+0+3+1+0+0+1}{7}$ which is equivalent to $\frac{6}{7}$ of an inch. This mean would be the same if it rained $\frac{6}{7}$ of an inch each day.

Benchmark Clarifications:

Clarification 1: Instruction includes interpreting the mean in real-world problems as a leveling out, a balance point or an equal share.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 8 PROBABILITY AND STATISTICS

- Lesson 8-3 Range, Median, Mean, and Mode—SE/TE pp. 294–295
- Lesson 8-5 Line Plots—SE/TE pp. 298–299

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 8-3 Range, Median, Mean, and Mode—p. 104
- Lesson 8-5 Line Plots—p. 106

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DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support
- Problem Solving: Use Line Plots

Chapter 8 Still More Practice
Chapter 8 Interactive Practice (each skill)
Chapter 8 Problem-Solving Practice (each skill lesson)

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