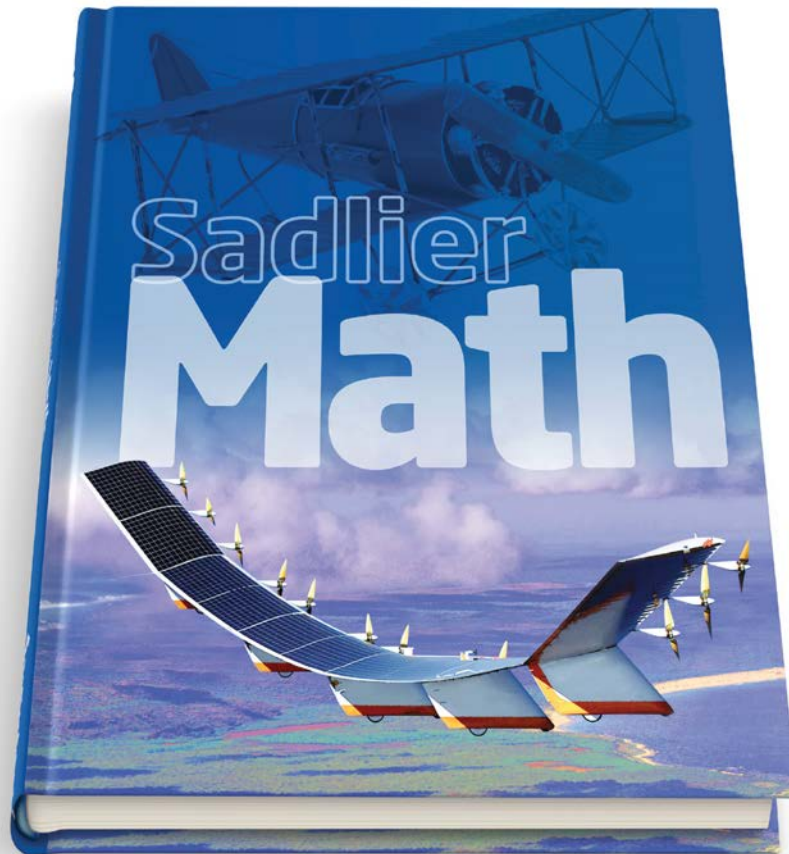# *Sadlier Math*™

Correlation to the Archdiocese of Cincinnati
2020 Graded Course of Study for Mathematics

Grade 5

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STANDARD 1 – OPERATION AND ALGEBRAIC THINKING (OA)

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5

M.OA.5.1 Write and interpret numerical expression.

M.OA.5.1.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	**Chapter 1 Place Value, Addition and Subtraction** 1-5 Addition Properties and Subtraction Rules—pp. 12–13 **Chapter 2 Place Value and Decimals** 2-2 Decimals and Expanded Form—pp. 26–27 **Chapter 3 Multiplication** 3-1 Multiplication Properties—pp. 44–45 **Chapter 4 Division** 4-10 Order of Operations—pp. 88–89 4-11 Expressions—pp. 90–91 **Chapter 7 Fractions: Subtraction** 7-2 Subtract Fractions: Unlike Denominators—pp. 144–145 **Chapter 12 Decimals: Multiplication** 12-7 Multiply Decimals by Decimals—pp. 276–277 12-8 Zeros in the Product—pp. 278–279
M.OA.5.1.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7).	**Chapter 1 Place Value, Addition and Subtraction** 1-5 Addition Properties and Subtraction Rules—pp. 12–13 1-6 Estimate Sums and Differences—pp. 14–15 1-7 Find Sums and Differences—pp. 16–17 **Chapter 3 Multiplication** 3-2 Multiplication Patterns—pp. 46–47 3-3 Estimate Products—pp. 48–49 **Chapter 4 Division** 4-10 Order of Operations—pp. 88–89 4-11 Expressions—pp. 90–91
M.OA.5.1.3 Recognize that 3 x (18,932 + 921) is three times as large as 18,932 + 921, without having to calculate the indicated sum or product.	**Chapter 3 Multiplication** 3-1 Multiplication Properties—pp. 44–45 **Chapter 4 Division** 4-10 Order of Operations—pp. 88–89 4-11 Expressions—pp. 90–91

STANDARD 1 – OPERATION AND ALGEBRAIC THINKING (OA)

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5
M.OA.5.2 Analyze patterns and relationships.	
M.OA.5.2.1 Generate two numerical patterns using two given rules.	**Chapter 17 Graphs and Data** 17-5 Write Number Patterns—pp. 390–391
M.OA.5.2.2 Identify apparent relationships between corresponding terms.	**Chapter 17 Graphs and Data** 17-6 Graph Number Patterns—pp. 392–393 17-7 Problem Solving: Find and Use a Pattern—pp. 394–395
M.OA.5.2.3 Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "ADD3" and the number 0, and given the rule "ADD6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why it is so.	**Chapter 17 Graphs and Data** 17-6 Graph Number Patterns—pp. 392–393 17-7 Problem Solving: Find and Use a Pattern—pp. 394–395

STANDARD 2 – NUMBERS AND OPERATIONS IN BASE TEN (NBT)

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5
M.NBT.5.1 Understand the Place Value System.	
M.NBT.5.1.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	**Chapter 1 Place Value, Addition and Subtraction** 1-1 Place Value to Billions—pp. 2–3 1-2 Expanded Form—pp. 4–5
M.NBT.5.1.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10.	**Chapter 1 Place Value, Addition and Subtraction** 1-3 Powers of 10—pp. 8–9

STANDARD 2 – NUMBERS AND OPERATIONS IN BASE TEN (NBT)

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5

M.NBT.5.1 Understand the Place Value System.

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5
M.NBT.5.1.3 Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.	**Chapter 12 Decimals: Multiplication** 12-1 Multiply by Powers of 10—pp. 262–263 **Chapter 13 Decimals: Division** 13-1 Divide by Powers of 10—pp. 288–289
M.NBT.5.1.4 Use whole-number exponents to denote powers of 10.	**Chapter 12 Decimals: Multiplication** 12-1 Multiply by Powers of 10—pp. 262–263 **Chapter 13 Decimals: Division** 13-1 Divide by Powers of 10—pp. 288–289
M.NBT.5.1.5 Read, write, and compare decimals to thousandths.	**Chapter 2 Place Value and Decimals** 2-1 Thousandths—pp. 24–25 2-3 Compare and Order Decimals—pp. 30–31
M.NBT.5.1.6 Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. For example, $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	**Chapter 2 Place Value and Decimals** 2-1 Thousandths—pp. 24–25 2-2 Decimals and Expanded Form—pp. 26–27
M.NBT.5.1.7 Compare two decimals to thousandths based on meanings of the digits in each place, using $\geq$, $=$, and $\leq$ symbols to record the results of comparisons.	**Chapter 2 Place Value and Decimals** 2-3 Compare and Order Decimals—pp. 30–31 **Chapter 13 Decimals: Division** 13-3 Estimate Decimal Quotients—pp. 292–293 13-4 Estimate with Money—pp. 294–295 13-5 Divide Decimals by Whole Numbers—pp. 296–297
M.NBT.5.1.8 Use place value understanding to round decimals to any place.	**Chapter 2 Place Value and Decimals** 2-4 Round Decimals—pp. 32–33 2-6 Estimate with Decimals—pp. 36–37 **Chapter 10 Decimals: Addition** 10-3 Estimate Decimal Sums—pp. 224–225 **Chapter 11 Decimals: Subtraction** 11-2 Estimate Decimal Differences—pp. 244–245

STANDARD 2 – NUMBERS AND OPERATIONS IN BASE TEN (NBT)

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5

M.NBT.5.2 Perform operations with multi-digit whole numbers and with decimals to hundredths.

M.NBT.5.2.1 Fluently multiply multi-digit whole numbers using the standard algorithm.	**Chapter 3 Multiplication** 3-4 Zeros in the Multiplicand—pp. 50–51 3-5 Multiply by Two-Digit Numbers—pp. 54–55 3-6 Problem Solving: Guess and Test—pp. 56–57 3-7 Multiply by Three-Digit Numbers—pp. 58–59 3-8 Zeros in the Multiplier—pp. 60–61
M.NBT.5.2.2 Find whole-numbers quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations rectangular arrays, and/or area models.	**Chapter 4 Division** 4-1 Division Patterns—pp. 68–69 4-2 Estimation: Compatible Numbers—pp. 70–71 4-3 Divide by One-Digit Numbers—pp. 72–73 4-4 Zeros in the Quotient—pp. 74–75 4-5 Divisibility and Mental Math—pp. 76–77 4-6 Use Arrays and Area Models to Divide—pp. 80–81 4-7 Use Strategies to Divide—pp. 82–83 4-8 Divide by Two-Digit Numbers—pp. 84–85
M.NBT.5.2.3 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, relate the strategy to a written method and explain the reasoning used.	**Chapter 10 Decimals: Addition** 10-1 Use Models to Add Decimals—pp. 220–221 10-2 Use Properties to Add Decimals—pp. 222–223 10-3 Estimate Decimal Sums—pp. 224–225 10-4 Problem Solving: Draw a Picture—pp. 228–229 10-5 Add Decimals: Hundredths—pp. 230–231 10-6 Add Decimals: Thousandths—pp. 232–233 10-7 Addition with Money—pp. 234–235 **Chapter 11 Decimals: Subtraction** 11-1 Use Models to Subtract Decimals—pp. 242–243 11-2 Estimate Decimal Differences—pp. 244–245 11-3 Subtract Decimals: Hundredths—pp. 248–249 11-4 Subtract Decimals: Thousandths—pp. 250–251 11-5 Subtraction with Money—pp. 252–253 11-6 Problem Solving: Use a Model—pp. 254–255 **Chapter 12 Decimals: Multiplication** 12-2 Use Properties to Multiply a Decimal by a Whole Number—pp. 264–265 12-3 Estimate Decimal Products—pp. 266–267 12-4 Multiply Decimals by Whole Numbers—pp. 268–269 12-5 Multiplication with Money—pp. 270–271 12-6 Model Multiplying Two Decimals—pp. 274–275 12-7 Multiply Decimals by Decimals—pp. 276–277 *continued*

STANDARD 2 – NUMBERS AND OPERATIONS IN BASE TEN (NBT)

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5

M.NBT.5.2 Perform operations with multi-digit whole numbers and with decimals to hundredths.

	12-8 Zeros in the Product—pp. 278–279
	12-9 Problem Solving: More Than One Way—pp. 280–281
	Chapter 13 Decimals: Division
	13-1 Divide by Powers of 10—pp. 288–289
	13-2 Model Dividing a Decimal by a Whole Number—pp. 290–291
	13-5 Divide Decimals by Whole Numbers—pp. 296–297
	13-6 Zeros in Decimal Quotients—pp. 298–299
	13-7 Division with Money—pp. 302–303
	13-8 Problem Solving: Work Backward—pp. 304–305
	13-9 Model Dividing a Decimal by a Decimal—pp. 306–307
	13-10 Divide a Decimal by a Decimal—pp. 308–309

STANDARD 3 – NUMBER AND OPERATIONS — FRACTIONS (NF)

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5

M.NF.5.1 Use equivalent fractions as a strategy to add and subtract fractions.

M.NF.5.1.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. In general, $a/b + c/d = (ad + bc)/bd$.	**Chapter 6 Fractions: Addition**
	6-1 Model Addition with Unlike Denominators—pp. 122–123
	6-2 Add Fractions: Unlike Denominators—pp. 124–125
	6-3 Fraction Addition: Estimation and Reasonableness—pp. 126–127
	6-4 Add Mixed Numbers—pp. 130–131
	6-6 Rename Mixed Number Sums—pp. 134–135
	Chapter 7 Fractions: Subtraction
	7-1 Model Subtraction of Fractions with Unlike Denominators—pp. 142–143
	7-2 Subtract Fractions: Unlike Denominators—pp. 144–145
	7-4 Model Subtraction with Mixed Numbers—pp. 150–151
	7-6 Subtract Fractions and Whole Numbers from Mixed Numbers—pp. 154–155
	continued

STANDARD 3 – NUMBER AND OPERATIONS — FRACTIONS (NF)

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5
M.NF.5.1 Use equivalent fractions as a strategy to add and subtract fractions.	

	7-7 Subtract Mixed Numbers: Rename Fractions—pp. 156–157 7-8 Subtract Mixed Numbers: Rename Whole Numbers and Fractions—pp. 158–159
M.NF.5.1.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cased of unlike denominators. For example, by using visual fraction models or equations to represent the problem.	**Chapter 6 Fractions: Addition** 6-1 Model Addition with Unlike Denominators—pp. 122–123 6-2 Add Fractions: Unlike Denominators—pp. 124–125 6-3 Fraction Addition: Estimation and Reasonableness—pp. 126–127 6-4 Add Mixed Numbers—pp. 130–131 6-6 Rename Mixed Number Sums—pp. 134–135 **Chapter 7 Fractions: Subtraction** 7-1 Model Subtraction of Fractions with Unlike Denominators—pp. 142–143 7-2 Subtract Fractions: Unlike Denominators—pp. 144–145 7-3 Subtract Fractions: Estimation and Reasonableness—pp. 146–147 7-5 Estimate Sums and Differences of Mixed Numbers—pp. 152–153 7-7 Subtract Mixed Numbers: Rename Fractions—pp. 156–157 7-8 Subtract Mixed Numbers: Rename Whole Numbers and Fractions—pp. 158–159 **Chapter 9 Fractions: Division** 9-6 Word Problems Involving Fraction Division—pp. 210–211
M.NF.5.1.3 Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 \leq 1/2$.	**Chapter 6 Fractions: Addition** 6-3 Fraction Addition: Estimation and Reasonableness—pp. 126–127 **Chapter 7 Fractions: Subtraction** 7-3 Subtract Fractions: Estimation and Reasonableness—pp. 146–147 7-5 Estimate Sums and Differences of Mixed Numbers—pp. 152–153

STANDARD 3 – NUMBER AND OPERATIONS — FRACTIONS (NF)

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5
M.NF.5.2 Apply and extend previous understands of multiplication and division to multiply and divide fractions.	
M.NF.5.2.1 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$).	**Chapter 5 Number Theory and Fractions** 5-8 Interpret a Remainder—pp. 114–115
M.NF.5.2.2 Solve word problems involving divisions of whole numbers leading to answers in the form of fractions a mixed number.	**Chapter 5 Number Theory and Fractions** 5-8 Interpret a Remainder—pp. 114–115
M.NF.5.2.3 By using visual fraction models or equations to represent the problem. For example, interpret ¾ as the result of dividing 3 by 4, noting that ¾ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size ¾, If 9 people want to share a 50-pound sack of rice equally by weight how many pounds of rice should each person get? Between what two whole numbers where does your answer lie?	**Chapter 5 Number Theory and Fractions** 5-8 Interpret a Remainder—pp. 114–115 **Chapter 8 Fractions: Multiplication** 8-6 Rename Mixed Numbers as Fractions—pp. 180–181 8-7 Estimate Products with Mixed Numbers—pp. 182–183
M.NF.5.2.4 Apply and extend previous understandings of multiplications to multiply a fraction or whole number by a fraction.	**Chapter 8 Fractions: Multiplication** 8-1 Model Multiplying Fractions—pp. 168–169 8-2 Multiply Fractions by Fractions—pp. 170–171 8-3 Multiply Fractions and Whole Numbers—pp. 172–173 8-5 Common Factors in Products—pp. 176–177 8-8 Multiply Fractions and Mixed Numbers—pp. 184–185 8-9 Multiply Mixed Numbers—pp. 186–187
M.NF.5.2.5 Interpret the product (a/b) x q into b equal parts, equivalently, as the result of a sequence of operations $a \times q \div b$. For example, using a visual fraction model to show (2/3) x 4 = 8/3, and create a story context for this equation. Do the same with (2/3) x (4/5) = 8/15.	**Chapter 8 Fractions: Multiplication** 8-1 Model Multiplying Fractions—pp. 168–169 8-2 Multiply Fractions by Fractions—pp. 170–171 8-3 Multiply Fractions and Whole Numbers—pp. 172–173 8-5 Common Factors in Products—pp. 176–177 8-8 Multiply Fractions and Mixed Numbers—pp. 184–185 8-9 Multiply Mixed Numbers—pp. 186–187

STANDARD 3 – NUMBER AND OPERATIONS — FRACTIONS (NF)

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5

M.NF.5.2 Apply and extend previous understands of multiplication and division to multiply and divide fractions.

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5
M.NF.5.2.6 Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	**Chapter 8 Fractions: Multiplication** 8-10 Find the Area of a Rectangle—pp. 188–189
M.NF.5.2.7 Interpret multiplication as scaling (resizing)	**Chapter 8 Fractions: Multiplication** 8-4 Scaling Fractions—pp. 174–175
M.NF.5.2.8 Compare the size of a product to the size of the other factor, without performing the indicated multiplication.	**Chapter 8 Fractions: Multiplication** 8-4 Scaling Fractions—pp. 174–175
M.NF.5.2.9 Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case).	**Chapter 8 Fractions: Multiplication** 8-4 Scaling Fractions—pp. 174–175
M.NF.5.2.10 Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a) / (n \times b)$ to the effect of multiplying a/b by 1.	**Chapter 8 Fractions: Multiplication** 8-4 Scaling Fractions—pp. 174–175
M.NF.5.2.11 Solve real world problems involving multiplication of fractions and mixed numbers. For example, by using visual fractions models or equations to represent the problem.	**Chapter 8 Fractions: Multiplication** 8-2 Multiply Fractions by Fractions—pp. 170–171 8-3 Multiply Fractions and Whole Numbers—pp. 172–173 **Chapter 9 Fractions: Division** 9-6 Word Problems Involving Fraction Division—pp. 210–211

STANDARD 3 – NUMBER AND OPERATIONS — FRACTIONS (NF)

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5
M.NF.5.2 Apply and extend previous understands of multiplication and division to multiply and divide fractions.	

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5
M.NF.5.2.12 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	**Chapter 9 Fractions: Division** 9-1 Divide Whole Numbers by Unit Fractions—pp. 198–199 9-2 Reciprocals—pp. 200–201 9-3 Divide Whole Numbers by Fractions—pp. 202–203 9-5 Divide Fractions by Whole Numbers—pp. 208–209
M.NF.5.2.13 Interpret division of a unit fraction by a non-zero whole number and compute such quotients. For example, create a story context for (1/3) ÷ 4 = 1/12 because (1/12) + 4 = 1/3.	**Chapter 9 Fractions: Division** 9-5 Divide Fractions by Whole Numbers—pp. 208–209
M.NF.5.2.14 Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story content for 4 ÷ (1/5) = 20 because 20 x (1/5) = 4.	**Chapter 9 Fractions: Division** 9-1 Divide Whole Numbers by Unit Fractions—pp. 198–199 9-2 Reciprocals—pp. 200–201 9-3 Divide Whole Numbers by Fractions—pp. 202–203
M.NF.5.2.15 Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions. For example, by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb. of chocolate equally? How many 1/3 cup servings are in 2 cups of raisins?	**Chapter 9 Fractions: Division** 9-5 Divide Fractions by Whole Numbers—pp. 208–209 9-6 Word Problems Involving Fraction Division—pp. 210–211

STANDARD 4 – MEASUREMENT AND DATA (MD)

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5

M.MD.5.2 Represent and interpret data.

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5
M.MD.5.2.1 Make a line plot to display a data set of measurements in fractions of a unit, (1/2, 1/4, 1/8).	**Chapter 17 Graphs and Data** 17-1 Line Plots with Whole Numbers and Decimals—pp. 380–381
M.MD.5.2.2 Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, give different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	**Chapter 17 Graphs and Data** 17-2 Line Plots with Fractions and Mixed Numbers—pp. 382–383

M.MD.5.3 Geometric measurement: understand concepts of volume and relate volume to multiplications and to addition.

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5
M.MD.5.3.1 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	**Chapter 16 Volume** 16-1 Solid Figures—pp. 360–361 16-2 Cubic Measure—pp. 362–363 16-3 Volumes of Rectangular Prisms—pp. 364–365
M.MD.5.3.2 A cube with side length 1 unit, called a "unit cube" is said to have "one cubic unit" of volume, and can be used to measure volume.	**Chapter 16 Volume** 16-1 Solid Figures—pp. 360–361 16-2 Cubic Measure—pp. 362–363 16-3 Volumes of Rectangular Prisms—pp. 364–365
M.MD.5.3.3 A solid figure which can be packed without gaps or overlaps using n cubic units.	**Chapter 16 Volume** 16-2 Cubic Measure—pp. 362–363 16-3 Volumes of Rectangular Prisms—pp. 364–365
M.MD.5.3.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft. and improvised units.	**Chapter 16 Volume** 16-2 Cubic Measure—pp. 362–363 16-3 Volumes of Rectangular Prisms—pp. 364–365
M.MD.5.3.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	**Chapter 16 Volume** 16-3 Volumes of Rectangular Prisms—pp. 364–365 16-6 Problem Solving: Act It Out—pp. 372–373

STANDARD 4 – MEASUREMENT AND DATA (MD)

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5
M.MD.5.3 Geometric measurement: understand concepts of volume and relate volume to multiplications and to addition.	
M.MD.5.3.6 Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes.	**Chapter 16 Volume** 16-3 Volumes of Rectangular Prisms—pp. 364–365 16-6 Problem Solving: Act It Out—pp. 372–373
M.MD.5.3.7 Show that the volume is the same as would be found by multiplying the height by the area of the base.	**Chapter 16 Volume** 16-3 Volumes of Rectangular Prisms—pp. 364–365 16-6 Problem Solving: Act It Out—pp. 372–373
M.MD.5.3.8 Represent three whole – number products as volume. For example, to represent the associative property of multiplication.	**Chapter 16 Volume** 16-3 Volumes of Rectangular Prisms—pp. 364–365 16-6 Problem Solving: Act It Out—pp. 372–373
M.MD.5.3.9 Apply the formulas $V = l \times W \times b$ and $V = b \times b$ for rectangular prisms with whole – number edge lengths in the context of solving real world and mathematical problems.	**Chapter 16 Volume** 16-4 Volume Formulas—pp. 368–369
M.MD.5.3.10 Recognize volume as additive.	**Chapter 16 Volume** 16-5 Volume of Composite Figures—pp. 370–371
M.MD.5.3.11 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.	**Chapter 16 Volume** 16-5 Volume of Composite Figures—pp. 370–371

STANDARD 5 – GEOMETRY (G)

Grade 5 Standard & Benchmark Description	*Sadlier Math*, Grade 5

M.G.5.1 Graph points on the coordinate plane to solve real-world and mathematical problems.

M.G.5.1.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system with the intersection of the line (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.	**Chapter 17 Graphs and Data** 17-3 The Coordinate Plane—pp. 386–387
M.G.5.1.2 Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond. For example, x – axis and x – coordinate, y – axis and y – coordinate.	**Chapter 17 Graphs and Data** 17-3 The Coordinate Plane—pp. 386–387
M.G.5.1.3 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	**Chapter 17 Graphs and Data** 17-4 Using Coordinate Graphs—pp. 388–389

M.G.5.2 Classify two-dimensional figures into categories based on their properties.

M.G.5.2.1 Classify two-dimensional figures in a hierarchy based on properties.	**Chapter 15 Geometry** 15-1 Polygons—pp. 342–343 15-2 Triangles—pp. 344–345 15-3 Quadrilaterals—pp. 348–349 15-4 Classify Quadrilaterals—pp. 350–351 15-5 Problem Solving: Use a Model—pp. 352–353