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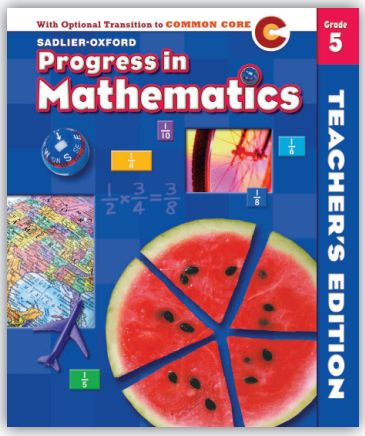
Progress in Mathematics

Correlated to the

Common Core State Standards

for Mathematics

GRADE 5



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Operations and Algebraic Thinking 5.OA

Write and interpret numerical expressions.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 5
1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	**Instruction** 2-2 Properties of Multiplication—pp. 68–69 3-14 Order of Operations—pp. 122–123 *3-14A Variables and Expressions—Online
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 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*	**Instruction** 2-2 Properties of Multiplication—pp. 68–69 *3-14A Variables and Expressions—Online 14-1 Algebraic Expressions and Equations—pp. 440–441 14-2 Properties of Equality—pp. 442–443
3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" 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 this is so.*	**Instruction** *14-13B Sequences—Online *14-13C Compare Sequences—Online 14- 14 Function Tables—pp. 466–467

Number and Operations in Base Ten 5.NBT

Understand the place value system.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 5
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.	**Instruction** 1-1 What Is a Billion?—pp. 30–31 1-2 Place Value to Billions—pp. 32–33 1-3 Expanded Form—pp. 34–35 *1-3A Powers of Ten—Online 1-4 Thousandths—pp. 36–37 *1-4A Decimals and Expanded Form—Online 1-5 Decimals Greater Than One—pp. 38–39 8-2 Decimals and Place Value—pp. 270–271
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or	**Instruction** *1-3A Powers of Ten—Online 2-3 Mental Math Special Factors—pp. 70–71

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April 5, 2012

Understand the place value system.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 5
	2-4 Patterns in Multiplication—pp. 72–73 9-1 Multiply by 10, 100, and 1000—pp. 294–295 9-6 Divide by 10, 100, and 1000—pp. 304–305
3. Read, write, and compare decimals to thousandths. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*	
a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	**Readiness** Skills Update: Place Value to Thousands—p. 1 **Instruction** 1-4 Thousandths—pp. 36–37 *1-4A Decimals and Expanded Form—Online 1-5 Decimals Greater Than One—pp. 38–39 8-2 Decimals and Place Value—pp. 270–271
b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	**Readiness** Skills Update: Compare and Order Whole Numbers—p. 2 **Instruction** 1-6 Compare and Order Numbers—pp. 40–41 8-1 Decimal Sense—pp. 268–269
4. Use place value understanding to round decimals to any place.	**Readiness** Skills Update: Round Whole Numbers—p. 3 **Instruction** 1-7 Rounding Numbers—pp. 42–43 **Application** 8-4 Estimate Decimal Sums (rounding)—pp. 274–275 8-7 Estimate Decimal Differences (rounding)—pp. 280–281 9-2 Estimate Decimal Products (rounding)—pp. 296–297 9-10 Estimate with Money: Rounding to the Nearest Cent—p. 313

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

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 5
5. Fluently multiply multi-digit whole numbers using the standard algorithm.	**Instruction** 2-6 Zeros in the Multiplicand—pp. 76–77 2-7 Multiply Two Digits—pp. 78–79 2-8 Multiply Three Digits—pp. 80–81 2-9 Zeros in the Multiplier—pp. 82–83

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April 5, 2012

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

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 5
	Application 2-12 Problem Solving Applications: Mixed Review—pp. 88–89
6. Find whole-number 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.	**Instruction** 3-2 Division Patterns—pp. 98–99 3-3 Three-Digit Quotients—pp. 100–101 3-5 Zeros in the Quotient—pp. 104–105 3-6 Short Division—pp. 106–107 *3-9A Use Arrays to Divide—Online 3-10 Teens as Divisors—pp. 114–115 *3-10A Use Strategies to Divide—Online 3-11 Two-Digit Divisors—pp. 116–117 **Application** 3-16 Problem Solving Applications: Mixed Review—pp. 126–127
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	**Instruction** 2-10 Multiplication with Money—pp. 84–85 3-13 Divide Money—pp. 120–121 *8-2A Use Models to Add Decimals—Online *8-2B Mental Math Add Decimals—Online 8-3 Add Decimals—pp. 272–273 8-4 Estimate Decimal Sums—pp. 274–275 8-5 Add More Decimals—pp. 276–277 *8-5A Use Models to Subtract Decimals—Online 8-6 Subtract Decimals—pp. 278–279 8-8 Subtract More Decimals—pp. 282–283 9-1 Multiply by 10, 100, and 1000—pp. 294–295 *9-2A Multiply Decimals—Online 9-3 Multiply Decimals by Whole Numbers—pp. 298–299 *9-3A Model Multiplying Two Decimals—Online 9-4 Multiply Decimals by Decimals—pp. 300–301 9-5 Zeros in the Product—pp. 302–303 9-6 Divide by 10, 100, and 1000—pp. 304–305 *9-6A Model Dividing a Decimal by a Whole Number—Online 9-7 Divide Decimals by Whole Numbers—pp. 306–307 9-8 Zeros in Division—pp. 308–309 *9-8A Model Dividing a Decimal by a Decimal—Online *9-8B Divide Decimals—Online **Application** 8-10 Problem Solving Applications: Mixed Review—pp. 286–287 9-12 Problem Solving Applications: Mixed Review—pp. 316–317

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April 5, 2012

Number and Operations—Fractions 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 5
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.)*	**Instruction** *5-1A Add Fractions with Unlike Denominators—Online 5-2 Add Fractions Unlike Denominators—pp. 166–167 5-3 Add Three Fractions—pp. 168–169 5-4 Add Mixed Numbers—pp. 170–171 5-5 Rename Mixed Number Sums—pp. 172–173 *5-6A Subtract Fractions with Unlike Denominators—Online 5-7 Subtract Fractions Unlike Denominators—pp. 176–177 5-8 More Subtraction of Fractions—pp. 178–179 *5-8A Subtract Fractions and Whole Numbers from Mixed Numbers—Online 5-9 Subtract Mixed Numbers—pp. 180–181 5-10 Subtraction with Renaming—pp. 182–183 5-11 More Renaming in Subtraction—pp. 184–185
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. 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 < 1/2.*	**Instruction** 4-4 Fraction Sense—pp. 140–141 5-1 Rename Fraction Sums Like Denominators—pp. 164–165 5-2 Add Fractions Unlike Denominators—pp. 166–167 5-3 Add Three Fractions—pp. 168–169 5-4 Add Mixed Numbers—pp. 170–171 5-5 Rename Mixed Number Sums—pp. 172–173 5-6 Rename Differences Like Denominators—pp. 174–175 5-7 Subtract Fractions Unlike Denominators—pp. 176–177 5-8 More Subtraction of Fractions—pp. 178–179 5-9 Subtract Mixed Numbers—pp. 180–181 *5-9A Use Benchmark Fractions—Online 5-10 Subtraction with Renaming—pp. 182–183 5-11 More Renaming in Subtraction—pp. 184–185 5-12 Estimate Sums and Differences of Mixed Numbers—pp. 186–187 5-13 Problem Solving Strategy: Work Backward—pp. 188–189 **Application** 5-14 Problem Solving Applications: Mixed Review—p. 191

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 5
3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4,*	**Instruction** *6-7A Interpret the Remainder—Online

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April 5, 2012

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 5
noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. 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 does your answer lie?	
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	
a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*	**Instruction** 6-1 Multiply Fractions—pp. 198–199 6-2 Multiply Fractions by Fractions—pp. 200–201 *6-2A Use Properties to Multiply Fractions and Whole Numbers—Online 6-3 Multiply Fractions and Whole Numbers—pp. 202–203
b. 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. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	**Instruction** 6-1 Multiply Fractions—pp. 198–199 6-2 Multiply Fractions by Fractions—pp. 200–201 6-6 Multiply Fractions and Mixed Numbers—pp. 208–209 *12-5A Find Areas of Rectangles and Squares—Online
5. Interpret multiplication as scaling (resizing), by:	
a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	**Instruction** *6-2B Scaling Fractions—Online
b. Explaining 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); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	**Instruction** *6-2B Scaling Fractions—Online
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	**Instruction** 6-2 Multiply Fractions by Fractions—pp. 200–201 6-3 Multiply Fractions and Whole Numbers—pp. 202–203 6-4 Multiply Fractions Using the GCF—pp. 204–205 6-5 Rename Mixed Numbers as Fractions—pp. 206–207 6-6 Multiply Fractions and Mixed Numbers—pp. 208–209 6-7 Multiply Mixed Numbers—pp. 210–211 *6-10B Word Problems Involving Fractions—Online

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April 5, 2012

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 5
	Application 6-17 Problem Solving Applications: Mixed Review—pp. 230–231
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1	
a. 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, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*	**Instruction** *6-10A Division with a Unit Fraction—Online 6-12 Divide Fractions by Whole Numbers—pp. 220–221
b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.*	**Instruction** 6-8 Division of Fractions—pp. 212–213 6-10 Divide Whole Numbers by Fractions—pp. 216–217 *6-10A Division with a Unit Fraction—Online
c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *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?*	**Instruction** 6-10 Divide Whole Numbers by Fractions—pp. 216–217 *6-10A Division with a Unit Fraction—Online *6-10B Word Problems Involving Fractions—Online 6-12 Divide Fractions by Whole Numbers—pp. 220–221

Measurement and Data 5.MD

Convert like measurement units within a given measurement system.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 5
1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	**Instruction** 11-1 Relate Customary Units of Length—pp. 358–359 11-2 Relate Customary Units of Capacity—pp. 360–361 11-3 Relate Customary Units of Weight—pp. 362–363 11-7 Compute with Customary Units—pp. 370–371 12-1 Metric Measurement—pp. 382–383 12-2 Relate Metric Units of Length—pp. 384–385 12-3 Relate Metric Units of Capacity—pp. 386–387

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April 5, 2012

Convert like measurement units within a given measurement system.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 5
	12-4 Relate Metric Units of Mass—pp. 388–389 **Application** 11-9 Problem Solving Applications: Mixed Review—pp. 374–375 12-14 Problem Solving Applications: Mixed Review—pp. 408–409

Represent and interpret data.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 5
2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given 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.*	**Instruction** 7-7 Line Plots—pp. 250–251 *12-12A Line Plots—Online

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 5
3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	
a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	**Instruction** 12-11 Volume—pp. 402–403 12-12 Estimate Volume—pp. 404–405
b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	**Instruction** 12-11 Volume—pp. 402–403 12-12 Estimate Volume—pp. 404–405
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	**Instruction** 12-11 Volume—pp. 402–403 12-12 Estimate Volume—pp. 404–405
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	
a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area	**Instruction** 12-11 Volume—pp. 402–403 *12-11A Find Volume—Online 12-12 Estimate Volume—pp. 404–405

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April 5, 2012

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 5
of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	
b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.	**Instruction** 12-11 Volume—pp. 402–403 *12-11A Find Volume—Online
c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	**Instruction** *12-11B Separate Solid Figures—Online

Geometry 5.G

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

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 5
1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. 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 (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).	**Instruction** 14-13 The Coordinate Plane—pp. 464–465
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. Classify two-dimensional figures into categories based on their properties.	**Instruction** *14-13A Using Coordinate Graphs—Online 14-15 Functions and Coordinate Graphs—pp. 468–469
3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*	**Instruction** 10-5 Triangles—pp. 332–333 10-6 Quadrilaterals—pp. 334–335 *10-6A Classify Quadrilaterals—Online
4. Classify two-dimensional figures in a hierarchy based on properties.	**Instruction** *10-6A Classify Quadrilaterals—Online

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