

# Grade 5 Overview at a Glance

• • • • • **Critical Areas** • • • • • • • • **Domains and Clusters** • • • • •

**1** Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)

**2** Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations

**3** Developing understanding of volume

**4 Mathematical Practices**

- **Make sense of problems and persevere in solving them.**
- **Reason abstractly and quantitatively.**
- **Construct viable arguments and critique the reasoning of others.**
- **Model with mathematics.**
- **Use appropriate tools strategically.**
- **Attend to precision.**
- **Look for and make use of structure.**
- **Look for and express regularity in repeated reasoning.**

## Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

## Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

## Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

## Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

## Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures

### Content Emphasis by Clusters Key

- Major Clusters
- Supporting Clusters
- Additional Clusters