

# Common Core Standards Alignment Chart • Grade 5

Units	5.OA.1	5.OA.2	5.OA.3	5.NBT.1	5.NBT.2	5.NBT.3	5.NBT.4	5.NBT.5	5.NBT.6	5.NBT.7	5.NF.1	5.NF.2	5.NF.3	5.NF.4	5.NF.5	5.NF.6	5.NF.7	5.MD.1	5.MD.2	5.MD.3	5.MD.4	5.MD.5	5.G.1	5.G.2	5.G.3	5.G.4	
<b>Operations &amp; Algebraic Thinking</b>																											
<b>Unit 1:</b> Order of Operations	✓																										
<b>Unit 2:</b> Write and Interpret Expressions		✓																									
<b>Unit 3:</b> Patterns and Ordered Pairs			✓																								
<b>Number &amp; Operations in Base Ten</b>																											
<b>Unit 4:</b> Decimal Place Value				✓		✓																					
<b>Unit 5:</b> Powers of 10					✓																						
<b>Unit 6:</b> Compare Decimals						✓																					
<b>Unit 7:</b> Round Decimals							✓																				
<b>Unit 8:</b> Multiply Whole Numbers								✓																			
<b>Unit 9:</b> Divide by a One-Digit Divisor									✓	✓																	
<b>Unit 10:</b> Divide by a Two-Digit Divisor									✓																		
<b>Unit 11:</b> Add and Subtract Decimals										✓																	
<b>Unit 12:</b> Multiply Decimals										✓																	
<b>Unit 13:</b> Divide Decimals										✓																	
<b>Number &amp; Operations—Fractions</b>																											
<b>Unit 14:</b> Add Fractions											✓	✓															
<b>Unit 15:</b> Subtract Fractions											✓	✓															
<b>Unit 16:</b> Multiply Whole Numbers/Fractions													✓	✓	✓												
<b>Unit 17:</b> Multiply Fractions													✓	✓	✓												
<b>Unit 18:</b> Multiply Mixed Numbers													✓	✓	✓	✓	✓										
<b>Unit 19:</b> Divide Whole Numbers/Fractions																	✓										
<b>Measurement &amp; Data</b>																											
<b>Unit 20:</b> Convert Among Metric Units																		✓	✓								
<b>Unit 21:</b> Convert Among Customary Units																		✓	✓								
<b>Unit 22:</b> Use Measurement Data																			✓								
<b>Unit 23:</b> Understand Volume																				✓	✓						
<b>Unit 24:</b> Find Volume																					✓	✓					
<b>Geometry</b>																											
<b>Unit 25:</b> Locate Points on Coordinate Plane																							✓	✓			
<b>Unit 26:</b> Graph Points on the Coordinate Plane																							✓	✓			
<b>Unit 27:</b> Classify Polygons																									✓	✓	

# Common CORE Mathematics

Practice at 3 Levels ●●●

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# Using This Book

## What Is the Common Core?

The Common Core State Standards are an initiative by the states to set shared, consistent, and clear expectations of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be rigorous and pertinent to the real world. They reflect the knowledge and skills that our young people need for success in college and careers.

## What Are the Intended Outcomes of Common Core?

The goal of the Common Core Standards is to facilitate the following competencies.

Students will:

- demonstrate independence;
- build strong content knowledge;
- respond to the varying demands of audience, task, purpose, and discipline;
- comprehend as well as critique;
- value evidence;
- use technology and digital media strategically and capably;
- come to understand other perspectives and cultures.

## What Does This Mean for You?

If your state has joined the Common Core State Standards Initiative, then as a teacher you are required to incorporate these standards into your lesson plans. Your students may need targeted practice in order to meet grade-level standards and expectations and thereby be promoted to the next grade. This book is appropriate for on-grade-level students as well as for intervention, ELs, struggling readers, and special needs. To see if your state has joined the initiative, visit the Common Core States Standards Initiative website to view the most recent adoption map: <http://www.corestandards.org/in-the-states>.

## What Does the Common Core Say Specifically About Math?

For math, the Common Core sets the following key expectations.

- 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.

# How Does Common Core Mathematics Help My Students?

- **Mini-lesson for each unit** introduces Common Core math skills and concepts.

**Unit 8**  
**Multiply Whole Numbers**

**Standard**  
Number & Operations in Base Ten  
Perform operations with multi-digit whole numbers and with decimals to hundredths.  
**5.NB.B.6** Fluently multiply multi-digit whole numbers using the standard algorithm.

**Model the Skill**

Write the following multiplication problem on the board.

Multiply the ones.  $6 \times 32 = 192$   

$$\begin{array}{r} 32 \\ \times 6 \\ \hline 192 \end{array}$$

Multiply the tens, then add the regrouped tens.  

$$\begin{array}{r} 32 \\ \times 6 \\ \hline 192 \end{array}$$

**Assess the Skill**  
Use the following problems to pre-/post-assess students' understanding of the skill.

$7 \times 97$	$62 \times 81$	$43 \times 803$
$49 \times 57$	$21 \times 345$	$221 \times 40$

**Common Core Standard(s)** covered in the unit

**Mini-lesson** introduces or refreshes target skills and concepts

**Quick and easy ongoing assessment** opportunities

- **Four practice pages** with three levels of differentiated practice, and word problems follow each mini-lesson.

Unit 8 • Multiply Whole Numbers

Name \_\_\_\_\_

Find the product for each problem.

1  $42 \times 13$

Think:  $(3 \times 2) + (3 \times 40)$

Think:  $(10 \times 2) + (10 \times 40)$

$$\begin{array}{r} 42 \\ \times 13 \\ \hline 126 \\ + 420 \\ \hline \end{array}$$

2  $2 \times 119$     3  $4 \times 302$     4  $7 \times 261$

$$\begin{array}{r} 119 \\ \times 2 \\ \hline \end{array}$$
    
$$\begin{array}{r} 302 \\ \times 4 \\ \hline \end{array}$$
    
$$\begin{array}{r} 261 \\ \times 7 \\ \hline \end{array}$$

5  $3 \times 604$     6  $5 \times 427$     7  $13 \times 18$

$$\begin{array}{r} 604 \\ \times 3 \\ \hline \end{array}$$
    
$$\begin{array}{r} 427 \\ \times 5 \\ \hline \end{array}$$
    
$$\begin{array}{r} 13 \\ \times 18 \\ \hline \end{array}$$

8  $30 \times 229$     9  $29 \times 105$     10  $58 \times 207$

$$\begin{array}{r} 229 \\ \times 30 \\ \hline \end{array}$$
    
$$\begin{array}{r} 105 \\ \times 29 \\ \hline \end{array}$$
    
$$\begin{array}{r} 207 \\ \times 58 \\ \hline \end{array}$$

How many found the product.

Level 1



**Level 1:** Students who need extra support can start at the first practice page, which offers the most on-page support. This page often includes illustrations or model drawing to support every question.



**Level 2:** The second level of practice offers streamlined support features for the first few problems (illustrations, model drawing, or an algorithm reminder for support).

Unit 5 • Multiply Whole Numbers

Name \_\_\_\_\_

Find the product for each problem.

1  $42 \times 13$

Think:  $(3 \times 2) + (3 \times 42)$

$$\begin{array}{r} 42 \\ \times 13 \\ \hline 126 \\ + 420 \\ \hline \end{array}$$

2  $22 \times 54$

3  $12 \times 31$

4  $25 \times 60$

5  $49 \times 57$

6  $15 \times 370$

7  $82 \times 160$

8  $27 \times 474$

9  $38 \times 615$

10  $14 \times 913$

11  $64 \times 327$

12  $50 \times 761$

13  $43 \times 807$

★ Tell why you might need to add to find a product.

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Level 2



Each practice page includes a bonus thinking-skills question so students can answer "How do you know?" to address Common Core Standards of Mathematical Practice and demonstrate their reasoning and understanding of the concept.



**Level 3:** The third practice page does not offer on-page support and depicts how students are expected to be able to perform at this grade level, whether in class or in testing.

Unit 5 • Multiply Whole Numbers

Name \_\_\_\_\_

Find the product for each problem.

1  $53 \times 56$

2  $85 \times 32$

3  $50 \times 28$

4  $96 \times 45$

5  $73 \times 16$

6  $75 \times 22$

7  $49 \times 19$

8  $88 \times 27$

9  $233 \times 26$

10  $445 \times 62$

11  $203 \times 11$

12  $340 \times 47$

13  $313 \times 42$

14  $175 \times 68$

15  $593 \times 31$

16  $192 \times 52$

17  $771 \times 21$

18  $842 \times 17$

19  $253 \times 31$

20  $703 \times 12$

21  $336 \times 30$

22  $405 \times 26$

23  $93 \times 79$

24  $919 \times 37$

★ Tell how you used place value.

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Level 3



**Tell how you used place value.**

Bonus Thinking Skills question on each practice page

**Word Problems:** Each unit ends with a page of short answer and multiple-choice word problems so students are challenged to marry their computation skills with their quantitative-reasoning and problem-solving skills and grow more familiar with the types of problems they will encounter on standardized tests.

Unit 5 • Word Problems • Multiply Whole Num

Name \_\_\_\_\_

Solve.

1 Our class bought 24 tickets to the train show. Each ticket was \$27.00. How much did the tickets cost in all?

2 There are 52 weeks in a year. If Kendra runs 12 miles every week, how many miles will she run in a year?

3 The property is 382 meters long and 89 meters wide. What is the area of the property?

4 The factory makes 715 toys per day. If they work 5 days per week, how many toys will the factory make in 3 weeks?

5 The class has 31 textbooks. Each textbook has 576 pages. How many pages are there in all?

6 At top speed, the space shuttle can move as fast as 7,860 meters per second. At this rate, how many meters can it travel in a minute?

Circle the letter for the correct answer.

7 There are 124 guests at the charity fundraiser. After the event costs, each guest donates \$85. How much will money will the charity raise?

a) \$10,540  
b) \$10,520  
c) \$10,510  
d) \$10,440

8 What is the product of 2,304 and 91?

a) 207,360  
b) 209,664  
c) 207,594  
d) 186,624

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Word Problem Page