

## Scope and Sequence Fifth Grade Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
5.1(A)	<b>The student is expected to:</b> use place value to read, write, compare, and order whole numbers through the billions place.						
5.3(A)	use addition and subtraction to solve problems involving whole numbers.						
5.3(B)	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).						
5.3(C)	use division to solve problems involving whole numbers.						
5.3(D)	identify prime factors of a whole number and common factors to a set of whole numbers.						
5.4(A)	round whole numbers to approximate reasonable results in problem situations.						
5.4(B)	estimate to solve problems where exact answers are not required.						
5.5(C)	identify prime and composite numbers using concrete models and patterns in factor pairs.						
5.6	select from and use diagrams and number sentences to represent real-life situations.						
5.7(A)	identify critical attributes including parallel, perpendicular, and congruent parts of geometric shapes and solids.						
5.13(B)	describe characteristics of data presented tables and graphs including the spread of the data and the middle number.						
5.13(C)	graph a given set of data using a graphical representation such as a picture or line.						
5.14(A)	identify the mathematics in everyday situations.						
5.14(B)	use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.						
5.14(C)	select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.						
5.14(D)	use tools such as real objects, manipulatives, and technology to solve problems.						
5.15(A)	explain and record observations using objects, words, pictures, numbers, and technology.						
5.15(B)	relate informal language and symbols.						
5.16(A)	make generalizations from patterns.						

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5.16(B)	<b>The student is expected to:</b> Justify why an answer is reasonable and explain the solution process.	—	—	—	—	—	—

Shaded objective indicates algebra emphasis

— Introduced objective    - - - Maintained objective

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TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
5.2(A)	<b>The student is expected to:</b> generate equivalent fractions.		—	—	—	—	—
5.2(C)	use models to relate decimals to fractions that name tenths, hundredths, thousandths.		—	—	—	—	—
5.3(C)	use division to solve problems involving whole numbers(3digit / 1 digit), (3 digit / 2 digit)		—	—	—	—	—
5.7(A)	identify critical attributes including parallel, perpendicular, and congruent parts of geometric shapes and solids.		—	—	—	—	—
5.7(B)	use critical attributes to define geometric shapes or solids.		—	—	—	—	—
5.11(A)	measure to solve problems involving length (including perimeter), time, temperature.		—	—	—	—	—
5.11(B)	describe numerical relationships between units of measure within the same measurement system such as an inch is one-twelfth of a foot.		—	—	—	—	—

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		1	2	3	4	5	6
5.1(B)	<b>The student is expected to:</b> use place value to read and write decimals through the thousandths place.			—	—	—	—
5.2(B)	compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.			—	—	—	—
5.4(A)	round whole numbers and decimals through tenths to approximate reasonable results in problem situations.			—	—	—	—
5.5(B)	use lists, tables, charts, and diagrams to find patterns and make generalizations such as a procedure for determining equivalent fractions.			—	—	—	—
5.11(A)	measure to solve problems involving <u>length</u> (including perimeter), time, temperature.			—	—	—	—

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		1	2	3	4	5	6
5.3(A)	<b>The student is expected to:</b> use addition and subtraction to solve problems involving decimals.				—	—	—
5.5(A)	determine possible combinations.				—	—	—
5.7(A)	identify critical attributes for dimensional figures.				—	—	—
5.7(B)	use critical attributes to define geometric shapes or solids (3-D figures)				—	—	—
5.11(A)	measure to solve problems involving <u>area</u> , weight, and capacity.				—	—	—

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TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
5.3(E)	<b>The student is expected to:</b> model and record addition and subtraction of fractions with like denominators in problem-solving situations.					—	—
5.8(A)	sketch the results of translations, rotations, and reflections.					—	—
5.8(B)	describe the transformation that generates one figure from the other when given two congruent figures.					—	—
5.9(A)	locate and name points on a coordinate grid using ordered pairs of whole numbers.					—	—
5.10(A)	measure volume using concrete models of cubic units.					—	—
5.10(B)	estimate volume in cubic units.					—	—
5.12(A)	use fractions to describe the results of an experiment.					—	—
5.12(B)	use experimental results to make predictions.					—	—
5.13(A)	use tables of related number pairs to make line graphs.					—	—

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		1	2	3	4	5	6
5.3(E)	<b>The student is expected to:</b> Model adding and subtraction fractions with like denominators in problem solving situations.  Measure volume using concrete models of cubic units.  Estimate volume in cubic units.						
5.10(A)							
5.10(B)							

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