

DISCLAIMER

Do not let the textbook drive your instruction. The textbook is there as a support and not meant to guide all of your instruction. Your goal is to teach all of the standards to the best of your ability. You do not have to teach every topic in every chapter, just what is necessary to teach the standards that the state has required for that grade level. The pacing guide has been given to you as simply a guide to help you stay focused and on task so that all the standards can be met before the end of the year.

TN STANDARDS NOT INCLUDED IN A SPECIFIC LESSON IN THE TEXTBOOK:

- ✓ **0506.1.9** Use age-appropriate books, stories, and videos to convey ideas of mathematics.

- SPI 0506.1.4** Identify missing information and/or too much information in contextual problems.

- SPI 0506.3.1** Evaluate algebraic expressions involving decimals and fractions using order of operations.

- SPI 0506.3.2** Evaluate multi-step numerical expressions involving fractions using order of operations.

- SPI 0506.3.3** Find the unknown in single-step equations involving fractions and mixed numbers.

- SPI 0506.3.4** Given a set of values, identify those that make an inequality a true statement.

- ✓ **0506.4.12** Develop strategies for choosing correct tools of measurement.

Fifth Grade Academic Vocabulary**Algorithm****Categorical data****Convex polygon****Data collection methods****Divisibility****Edge****Exponent****Exponential notation****Formula****Inequality****Irregular****Justify****Line graph****Model****Natural numbers****Numerical data****Order of operations****Outlier****Parallelogram****Polyhedral solid****Prism****Rational numbers****Regular (Platonic) solid****Remainder****Round****Significant digits****Solution****Substitution property****Surface area****Terminating decimal****Truncate****Undefined****Variable****View****Volume**

FIRST NINE WEEKS – TOPICS

August 8th – October 6th

TOPIC	STANDARD	
1	Read and write numbers from millions to millionths in various contexts.	SPI 0506.2.1
1	Compare whole numbers, decimals, and fractions using the symbols $<$, $>$, and $=$.	SPI 0506.2.9
1	Recognize there are many numbers between any two whole numbers on the number line.	✓ 0506.3.6
2, 3, 4, 5	Explore different methods of estimation including rounding and truncating.	✓ 0506.1.3
2	Solve problems in more than one way and explain why one process may be more effective than another.	✓ 0506.1.5
2	Solve addition and subtraction problems involving both fractions and decimals.	SPI 0506.2.5
3	Use exponential notation to represent repeated multiplication of whole numbers	✓ 0506.2.10
3	Use variables appropriately to represent numbers whose values are not yet known.	✓ 0506.3.2
4, 5	Explore problems in different contexts to interpret the meaning of remainders as discrete values or not.	✓ 0506.1.4
4	Recognize the unit associated with the remainder in a division problem of the meaning of the fractional part of a whole given in either decimal or fraction form.	SPI 0506.1.3
4	Identify prime numbers up to 50.	✓ 0506.2.1
4	Use divisibility rules to factor numbers.	✓ 0506.2.4
4	Write the prime factorization of numbers through 50 using both exponential and standard notation.	SPI 0506.2.2
4	Select a reasonable solution to a real-world division problem in which the remainder must be considered.	SPI 0506.2.3
4, 5	Solve problems involving the division of two- and three-digit whole numbers by one- and two-digit whole numbers.	SPI 0506.2.4
5	Understand that division by zero is undefined.	✓ 0506.2.8

Topic 1: 6 days

Topic 3: 9 days

Topic 5: 9 days

Topic 2: 9 days

Topic 4: 10 days

SECOND NINE WEEKS –TOPICS

October 17th – December 15th

TOPIC	STANDARD	
6, 9	Solve problems in more than one way and explain why one process may be more effective than another	✓ 0506.1.5
6	Use variables appropriately to represent numbers whose values are not yet known.	✓ 0506.3.2
6	Determine if a given value is a solution to a linear equation/inequality.	✓ 0506.3.5
7	Explore different methods of estimation including rounding and truncating.	✓ 0506.1.3
7	Understand the placement of the decimal point in calculations of multiplication and long division, including the placement in the estimation of the answer.	✓ 0506.2.7
8	Make and test conjectures about geometric properties and develop logical arguments to justify conclusions.	✓ 0506.1.1
8	Given a series of geometric statements, draw a conclusion about the figure described.	SPI 0506.1.1
8	Understand, select, and use units of appropriate size and type to measure angles, lengths/distances, area, surface area, and volume.	✓ 0506.4.7
9	Solve problems in more than one way and explain why one process may be more effective than another.	✓ 0506.1.5
9	Organize and consolidate verbal statements involving fractions and mixed numbers into diagrams, symbols, and numerical expressions.	✓ 0506.1.7
9	Use the prime factorization of two whole numbers to determine the greatest common factor and the least common multiple.	✓ 0506.2.2
9	Recognize equivalent representations for the same number.	SPI 0506.2.7
9	Write terminating decimals in the form of fractions or mixed numbers.	SPI 0506.2.8
9	Compare whole numbers, decimals. And fractions using the symbols $<$, $>$, and $=$	SPI 0506.2.9
9	Recognize there are many numbers between any two whole numbers on the number line.	✓ 0506.3.6

Topic 6: 7 days

Topic 8: 7 days

Topic 7: 10 days

Topic 9: 12 days

THIRD NINE WEEKS – TOPICS

January 3rd – March 9th

TOPIC	STANDARD	
10, 12, 13	Make and test conjectures about geometric properties and develop logical arguments to justify conclusions.	✓ 0506.1.1
10	Estimate fraction and decimal sums or differences.	SPI 0506.1.2
10	Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals.	✓ 0506.2.3
10	Make reasonable estimates of fraction and decimal sums and differences.	✓ 0506.2.5
10	Solve addition and subtraction problems involving both fractions and decimals.	SPI 0506.2.5
10	Add and subtract proper and improper fractions as well as mixed numbers.	SPI 0506.2.6
10	Evaluate an expression by substituting non-negative rational number values for letter variables in the expression.	✓ 0506.3.1
11	Communicate answers in correct verbal and numerical form; including use of mixed numbers or fractions and use of units.	✓ 0506.1.6
12	Develop the formula for the area of a triangle as it relates to the area of a parallelogram/rectangle.	✓ 0506.4.1
12	Understand, select, and use units of appropriate size and type to measure angles, lengths/distances, area, surface area, and volume.	✓ 0506.4.7
12	Correctly interpret significant digits in the accuracy of measurements and associated calculations.	✓ 0506.4.9
12	Recognize that measurements are never exact.	✓ 0506.4.10
12	Understand the usefulness of approximations.	✓ 0506.4.11
12	Solve contextual problems that require calculating the area of triangles and parallelograms.	SPI 0506.4.1
12	Record measurements in context to reasonable degree of accuracy using decimals and/or fractions.	SPI 0506.4.6
13	Find the area of a convex polygon by decomposing it into triangles/rectangles.	✓ 0506.4.2
13	Build, draw, and work with prisms by means of orthogonal views, projective views, and nets.	✓ 0506.4.3

13	Describe and identify the five regular (Platonic) solids and their properties with respect to faces, shapes of faces, edges, and vertices.	✓ 0506.4.4
13	Quantify total volume as filling space with same-sized units of volume without gaps or overlap.	✓ 0506.4.5
13	Decompose prisms to surface area and volume.	✓ 0506.4.6
13	Decompose irregular shapes to find perimeter and area.	SPI 0506.4.2
13	Solve problems involving surface area and volume of rectangular prisms and polyhedral solids.	SPI 0506.4.4
14	Recognize and use measures of weight and temperature.	✓ 0506.4.13

Topic 10: 8 days

Topic 12: 9 days

Topic 14: 10 days

Topic 11: 6 days

Topic 13: 8 days

FOURTH NINE WEEKS – TOPICS

March 19th – May 21st (TCAPS begin April 24th)

TOPIC	STANDARD	
15	Use patterns, models, and relationships as contexts for writing inequalities and simple equations.	✓ 0506.1.8
15	Solve single-step linear equations and inequalities.	GLE 0506.3.4
15	Solve single-step linear equations using inverse operations.	✓ 0506.3.3
15	Solve single-step linear inequalities and graph solutions on a number line.	✓ 0506.3.4
17	Explore numbers less than zero by extending the number line through familiar applications (e.g., temperatures below zero, owing money, measuring elevation below sea level).	✓ 0506.2.9
17	Identify characteristics of the set of points that define vertical and horizontal line segments.	✓ 0506.4.8
17	Find the length of vertical or horizontal line segments in the first quadrant of the coordinate system, including problems that require the use of fractions and decimals.	SPI 0506.4.5
17	Represent data using ordered pairs in the first quadrant of the coordinate system.	✓ 0506.5.2
18	Construct and analyze double bar and line graphs.	✓ 0506.5.1
18	Design investigations to address a question and consider how data collection methods affect the nature of the data set.	✓ 0506.5.3
18	Recognize the differences in representing categorical and numerical data.	✓ 0506.5.4
18	Evaluate how different measures of central tendency describe data.	✓ 0506.5.5
18	Identify outliers and determine their effect on mean, median, mode, and range.	✓ 0506.5.6
18	Depict data using various representations, including decimal and/or fractional data.	SPI 0506.5.1
18, 20	Make predictions based on various data representations, including double bar and line graphs.	SPI 0506.5.2

Topic 15: 6 days

Topic 17: 6 days

Topic 19: 7 days

Topic 16: 6 days

Topic 18: 10 days

Topic 20: 5 days