



Bridges in Mathematics & Number Corner Second Edition

Oklahoma

Academic Standards for Mathematics

Overview of Standards for Grade 5

Number & Operations (N)

1. Divide multi-digit numbers and solve real-world and mathematical problems using arithmetic.
2. Read, write, represent, and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real-world and mathematical situations.
3. Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals to solve real-world and mathematical problems.

Algebraic Reasoning & Algebra (A)

1. Describe and graph patterns of change created through numerical patterns.
2. Understand and interpret expressions, equations, and inequalities involving variables and whole numbers, and use them to represent and evaluate real-world and mathematical problems.

Geometry & Measurement (GM)

1. Describe, classify, and draw representations of two- and three-dimensional figures.
2. Understand how the volume of rectangular prisms and surface area of shapes with

polygonal faces are determined by the dimensions of the object and that shapes with varying dimensions can have equivalent values of surface area or volume.

3. Understand angle and length as measurable attributes of real-world and mathematical objects. Use various tools to measure angles and lengths.

Data & Probability (D)

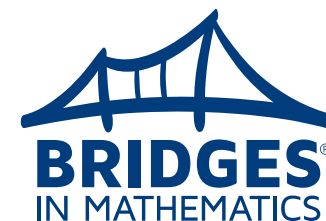
1. Display and analyze data to find the range and measures of central tendency (mean, median, and mode).

Mathematical Actions & Processes

- Develop a deep and flexible conceptual understanding
- Develop accurate and appropriate procedural fluency
- Develop strategies for problem solving
- Develop mathematical reasoning
- Develop a productive mathematical disposition
- Develop the ability to make conjectures, model, and generalize
- Develop the ability to communicate mathematically

Objectives & Correlations Color Code

fully addressed partially addressed addressed in another grade level not found within curriculum



NUMBER & OPERATIONS

5.N.1 Divide multi-digit numbers and solve real-world and mathematical problems using arithmetic.

5.N.1.1 Estimate solutions to division problems in order to assess the reasonableness of results.

Unit 1: M1–S1, S2 M2–S2, S3, S4, S5, S6 M4–S1, S2, S3, S4

Sep: CF, SP

5.N.1.2 Divide multi-digit numbers, by one- and two-digit divisors, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.

Unit 1: M2–S3-HC M3–S1, S1-DP, S1-HC, S2-DP, S3, S3-HC, S4-DP
M4–S1, S1-HC, S3, S4, S4-DP, S4-WP1D, S5, S5-DP
Unit 3: M1–S1, S4-HC M4–S1, S1-DP, S2, S2-DP, S2-HC, S3, S3-WP3E, S4, S4-DP
Unit 4: M1–S1, S2, S2-DP, S2-WP4A, S3-DP, S3-HC, S4-DP M2–S1-WP4B, S4-DP
M3–S1-DP, S7
M4–S1, S1-WP4D, S2, S2-DP, S3, S3-DP, S4, S4-DP, S4-HC, S4-WP4E, S5, S5-DP
Unit 5: M1–S1-HC M2–S2-HC, S4-HC M4–S1, S1-DP, S1-HC, S2-DP, S4-DP
Unit 6: M1–S1, S4-DP, S4-HC M3–S1, S3-DP, S5, S5-WP6C M4–S4

Unit 7: M1–S1, S2, S2-DP, S2-HC, S3, S3-DP, S4, S4-DP, S4-HC, S5, S5-DP, S6 M2–S1, S2, S2-HC, S3, S3-WP7B, S4, S4-DP, S4-HC, S5, S5-DP, S6, S6-DP, S6-HC
M3–S1, S2-HC M4–S3-DP, S4
Unit 8: M1–S5, S5-DP M2–S3, S3-DP
M3–S3, S4, S4-DP, S5

Dec: PS
Jan: PS
Feb: CF
Mar: SP

5.N.1.3 Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number, or a decimal and consider the context in which a problem is situated to select and interpret the most useful form of the quotient for the solution.

Unit 1: M1–S1, S2 M2–S2, S3, S4, S5, S6 M4–S1, S2, S3, S4

Sep: CF, SP

5.N.1.4 Solve real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.

Unit 1: M1–S1, S2, S3, S4, S5 M2–S1, S2, S3, S4, S5, S6 M3–S1, S2, S3, S4, S5
M4–S1, S2, S3, S4

Sep: CF, SP, PS **Nov:** SP
Oct: SP **Dec:** SP, PS

5.N.2 Read, write, represent, and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real-world and mathematical situations.

5.N.2.1 Represent decimal fractions (e.g., 1/10, 1/100) using a variety of models (e.g., 10 by 10 grids, rational number wheel, base-ten blocks, meter stick) and make connections between fractions and decimals.

Unit 2: M1–S1, S2, S3, S4, S5 M2–S1, S2, S3, S4, S5 M3–S2

Sep: CG **Nov:** CC, PS
Oct: PS

5.N.2.2 Represent, read and write decimals using place value to describe decimal numbers including fractional numbers as small as thousandths and whole numbers as large as millions.

Unit 3: M1–S1, S5 M2–S1, S1-DP, S1-HC, S2, S2-WP3B, S3, S3-DP, S3-HC, S3-WP3C, S4, S4-DP, S5, S5-DP, S5-HC, S6, S6-DP, S7, S7-DP, S7-HC M3–S4-HC M4–S3-HC, S4
Unit 4: M1–S1-DP, S1-HC M2–S3-HC
Unit 7: M3–S2-DP, S4-DP, S4-HC M4–S1-DP

Nov: CC

5.N.2.3 Compare and order fractions and decimals, including mixed numbers and fractions less than one, and locate on a number line.

Unit 3: M1–S1, S5
M2–S1-DP, S2, S2-DP, S2-WP3B, S3, S3-HC, S4, S4-DP, S5-HC, S6-DP, S7
M3–S1 M4–S3-HC, S4

Unit 4: M1–S1-HC M2–S3-HC
Unit 7: M4–S2-DP

Mar: CF
Apr: CF

NUMBER & OPERATIONS

5.N.2.4 Recognize and generalize equivalent **decimals**, fractions, mixed numbers and fractions less than one in various contexts.

<p>Unit 2: M1–S1, S1-DP, S2, S2-DP, S2-HC, S3, S3-DP, S4, S4-DP, S4-HC, S4-WP2A, S5 M2–S1, S1-DP, S2, S2-WP2B, S3-HC, S4-DP, S5, S5-HC, S5-WP2C, S6, S6-DP M3–S1-DP, S2, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP, S5, S5-DP, S5-HC, S6, S6-DP M4–S1, S1-DP, S1-HC, S2, S2-DP, S3, S3-DP, S3-HC Unit 3: M1–S1-DP, S2, S2-HC, S2-WP3A Unit 4: M1–S1-DP M3–S7-HC</p>	<p>Unit 5: M1–S2, S2-DP, S2-WP5A, S3, S4, S5, S5-DP, S5-HC M2–S1, S3-DP, S4-DP, S5-DP M3–S1-HC, S3-HC M4–S1-DP, S2-DP, S3-DP, S4-DP, S5-DP, S6-DP Unit 6: M4–S2-DP, S2-HC Unit 7: M1–S6-HC</p>	<p>Oct: CF, PS Nov: PS, SP Dec: CF Jan: CC, CF Mar: CC, PS Apr: CC, CF May: CF</p>
---	---	---

5.N.3 Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals to solve real-world and mathematical problems.

5.N.3.1 Estimate sums and differences of fractions with like and unlike denominators, mixed numbers, and decimals to assess the reasonableness of the results.

<p>Unit 2: M1–S4, S4-HC, S5 M2–S1, S1-HC, S2, S2-DP, S3, S3-HC, S4-DP, S5, S5-HC, S5-WP2C, S6, S6-DP M3–S2, S3, S3-HC, S4, S4-DP, S5-DP, S5-HC, S6, S6-DP M4–S1, S1-HC, S2, S3, S3-DP, S3-HC Unit 3: M1–S1-DP, S2-HC M2–S1-HC, S7-HC</p>	<p>Unit 4: M1–S1-DP Unit 5: M2–S3-DP, S4-HC, S5-DP M4–S4-DP, S6-DP Unit 6: M1–S1-DP, S2-HC, S6-HC M3–S3-HC M4–S2-DP Unit 8: M2–S4-DP M3–S1-DP M4–S1-DP</p>	<p>Nov: SP Dec: CF Jan: CC Apr: CC, SP</p>
--	--	--

5.N.3.2 Illustrate addition and subtraction of fractions with like and unlike denominators, mixed numbers, and decimals using a variety of representations (e.g., fraction strips, area models, number lines, fraction rods.)

<p>Unit 2: M1–S4, S4-HC, S5 M2–S1, S1-HC, S2, S2-DP, S3, S3-HC, S4-DP, S5, S5-HC, S5-WP2C, S6, S6-DP M3–S2, S3, S3-HC, S4, S4-DP, S5-DP, S5-HC, S6, S6-DP M4–S1, S1-HC, S2, S3, S3-DP, S3-HC Unit 3: M1–S1-DP, S2-HC M2–S1-HC, S7-HC</p>	<p>Unit 4: M1–S1-DP Unit 5: M2–S3-DP, S4-HC, S5-DP M4–S4-DP, S6-DP Unit 6: M1–S1-DP, S2-HC, S6-HC M3–S3-HC M4–S2-DP Unit 8: M2–S4-DP M3–S1-DP M4–S1-DP</p>	<p>Nov: SP Dec: CF Jan: CC Apr: CC, SP</p>
--	--	--

5.N.3.3 Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, using efficient and generalizable procedures, including but not limited to standard algorithms in order to solve real-world and mathematical problems including those involving money, measurement, geometry, and data.

<p>Unit 2: M1–S1, S1-DP, S2, S2-DP, S2-HC, S3, S3-DP, S4, S4-DP, S4-HC, S4-WP2A, S5 M2–S1, S1-DP, S2, S2-WP2B, S3-HC, S4-DP, S5, S5-HC, S5-WP2C, S6, S6-DP M3–S1-DP, S2, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP, S5, S5-DP, S5-HC, S6, S6-DP M4–S1, S1-DP, S1-HC, S2, S2-DP, S3, S3-DP, S3-HC Unit 3: M1–S1-DP, S2, S2-HC, S2-WP3A Unit 4: M1–S1-DP M3–S7-HC</p>	<p>Unit 5: M1–S2, S2-DP, S2-WP5A, S3, S4, S5, S5-DP, S5-HC M2–S1, S3-DP, S4-DP, S5-DP M3–S1-HC, S3-HC M4–S1-DP, S2-DP, S3-DP, S4-DP, S5-DP, S6-DP Unit 6: M4–S2-DP, S2-HC Unit 7: M1–S6-HC</p>	<p>Oct: CF, PS Nov: PS, SP Dec: CF Jan: CC, CF Mar: CC, PS Apr: CC, CF May: CF</p>
<p>Unit 2: M1–S4, S4-HC, S5 M2–S1, S1-HC, S2, S2-DP, S3, S3-HC, S4-DP, S5, S5-HC, S5-WP2C, S6, S6-DP M3–S2, S3, S3-HC, S4, S4-DP, S5-DP, S5-HC, S6, S6-DP M4–S1, S1-HC, S2, S3, S3-DP, S3-HC Unit 3: M1–S1-DP, S2-HC M2–S1-HC, S7-HC</p>	<p>Unit 4: M1–S1-DP Unit 5: M2–S3-DP, S4-HC, S5-DP M4–S4-DP, S6-DP Unit 6: M1–S1-DP, S2-HC, S6-HC M3–S3-HC M4–S2-DP Unit 8: M2–S4-DP M3–S1-DP M4–S1-DP</p>	<p>Nov: SP Dec: CF Jan: CC Mar: CC Apr: CC, SP</p>



Bridges in Mathematics & Number Corner Second Edition

Oklahoma Academic Standards for Mathematics Correlations (continued)

NUMBER & OPERATIONS

5.N.3.4 Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.

Unit 1: M4–S5-HC

Unit 2: M2–S4, S5 M3–S1, S1-DP

Unit 3: M1–S1, S2, S3-DP, S4-DP, S4-HC

M2–S1, S2, S2-DP, S3, S3-DP, S3-HC, S3-WP3C, S4, S4-WP3D, S5, S5-HC, S6, S6-DP, S7, S7-DP, S7-HC

M3–S1, S1-DP, S2, S2-DP, S2-HC, S3-DP, S4, S4-DP, S4-HC M4–S3-HC, S4

Unit 4: M1–S1, S3, S3-DP, S3-HC, S4

M2–S1, S1-DP, S1-HC, S2, S3, S3-DP, S3-HC, S4, S4-DP

M3–S1-DP, S1-HC, S5-HC, S6, S6-DP, S7, S7-HC

M4–S1-WP4D, S2-HC, S4-HC, S5

Unit 5: M1–S3-HC M2–S4-DP M3–S3-HC

M4–S1-DP, S2-DP, S3-DP, S4-DP, S5-DP

Unit 6: M1–S1-DP, S6-HC, S7, S7-WP6A M3–S3-HC

M4–S1-DP

Unit 7: M1–S1, S5-DP M2–S1-DP

M3–S2, S2-DP, S3, S3-DP, S4, S4-DP, S4-HC

M4–S1, S2, S2-DP, S2-HC, S3, S3-HC, S4, S4-DP

Unit 8: M1–S3-DP, S5-DP M2–S3, S3-HC, S4-DP, S5, S5-HC

M3–S2, S2-DP, S3, S4, S5, S5-DP

M4–S3-DP

Sep: CG, PS

Oct: PS, SP

Nov: PS

Dec: PS, SP

Jan: CC, PS

Feb: CF

Mar: CG, CF, SP

Apr: CC, CF

ALGEBRAIC REASONING & ALGEBRA			
5.A.1 Describe and graph patterns of change created through numerical patterns.			
5.A.1.1 Use tables and rules of up to two operations to describe patterns of change and make predictions and generalizations about real-world and mathematical problems.			
Unit 4: M3–S5-HC	Unit 6: M1–S1, S4, S5, S6, S6-DP, S7 M4–S3-HC, S4	Sep: SP Oct: SP	Jan: CG
5.A.1.2 Use a rule or table to represent ordered pairs of whole numbers and graph these ordered pairs on a coordinate plane, identifying the origin and axes in relation to the coordinates.			
Unit 4: M3–S5-HC	Unit 6: M1–S1, S4, S5, S6, S6-DP, S7 M4–S3-HC, S4	Sep: SP Oct: SP	Jan: CG
5.A.2 Understand and interpret expressions, equations, and inequalities involving variables and whole numbers, and use them to represent and evaluate real-world and mathematical problems.			
5.A.2.1 Generate equivalent numerical expressions and solve problems involving whole numbers by applying the commutative, associative, and distributive properties and order of operations (no exponents).			
Unit 1: M1–S2-HC, S3, S4, S4-DP, S4-HC, S5, S5-DP M2–S1, S1-HC, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP, S5, S6, S6-DP M3–S1, S2, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP, S4-WP1C M4–S1-DP, S1-HC, S2, S3-HC, S5	Unit 3: M1–S2-DP, S4-DP, S4-HC	Unit 4: M1–S1-HC, S2-DP M2–S1, S1-WP4B, S2-DP M3–S1, S1-WP4C	Unit 6: M1–S2-DP, S4-HC M3–S3
		Unit 7: M1–S1-DP, S2-HC, S3, S3-DP, S3-WP7A, S4-HC M2–S2-HC, S4-HC	Sep: CC Oct: CF Nov: CF
5.A.2.2 Determine whether an equation or inequality involving a variable is true or false for a given value of the variable.			
Unit 1: M1–S2-HC, S3, S4, S4-DP, S4-HC, S5, S5-DP M2–S1, S1-HC, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP, S5, S6, S6-DP M3–S1, S2, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP, S4-WP1C M4–S1-DP, S1-HC, S2, S3-HC, S5		Unit 4: M1–S1-HC, S2-DP M2–S1, S1-WP4B, S2-DP M3–S1, S1-WP4C	Unit 7: M1–S1-DP, S2-HC, S3, S3-DP, S3-WP7A, S4-HC M2–S2-HC, S4-HC
			Sep: CC Oct: CF Nov: CF
5.A.2.3 Evaluate expressions involving variables when values for the variables are given.			
Unit 1: M1–S2-HC, S3, S4, S4-DP, S4-HC, S5, S5-DP M2–S1, S1-HC, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP, S5, S6, S6-DP M3–S1, S2, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP, S4-WP1C M4–S1-DP, S1-HC, S2, S3-HC, S5	Unit 3: M1–S2-DP, S4-DP, S4-HC	Unit 6: M1–S2-DP, S4-HC M3–S3	Unit 7: M1–S1-DP, S2-HC, S3, S3-DP, S3-WP7A, S4-HC M2–S2-HC, S4-HC
		Unit 8: M1–S1, S1-DP, S3-HC, S4-DP	Sep: CC Oct: CF Nov: CF
Unit 4: M1–S1-HC, S2-DP M2–S1, S1-WP4B, S2-DP M3–S1, S1-WP4C			



Bridges in Mathematics & Number Corner Second Edition

Oklahoma Academic Standards for Mathematics Correlations (continued)

GEOMETRY & MEASUREMENT

5.GM.1 Describe, classify, and draw representations of two- and three-dimensional figures.

5.GM.1.1 Describe, classify and construct angles, including equilateral, right, scalene, and isosceles triangles. Recognize triangles in various contexts.

Unit 6: M2-S1

Nov: CG

5.GM.1.2 Describe and classify three-dimensional figures including cubes, rectangular prisms, and pyramids by the number of edges, faces or vertices as well as the shapes of faces.

Consider using this [Supplement Set](#).

5.GM.1.3 Recognize and draw a net for a three-dimensional figure (e.g., cubes, rectangular prisms, pyramids).

Consider using this [Supplement Set](#).

5.GM.2 Understand how the volume of rectangular prisms and surface area of shapes with polygonal faces are determined by the dimensions of the object and that shapes with varying dimensions can have equivalent values of surface area or volume.

5.GM.2.1 Recognize that the volume of rectangular prisms can be determined by the number of cubes (n) and by the product of the dimensions of the prism ($a \times b \times c = n$). Know that rectangular prisms of different dimensions (p , q , and r) can have the same volume if $a \times b \times c = p \times q \times r = n$.

Unit 1: M2-S2

Unit 6: M3-S3-HC, S5-HC

Sep: CC

Jan: SP

Oct: CG

Apr: CG

Unit 1: M2-S1-HC

Unit 6: M3-S1, S2

Sep: CC

Jan: SP

Oct: CG

Apr: CG

Unit 1: M1-S3 M2-S2, S2-DP, S3-HC, S4-DP M3-S3-DP, S3-HC, S4-DP
M4-S1-HC, S5

Unit 6: M3-S1, S2, S2-DP, S3, S4, S5, S5-WP6C

Sep: CC

Jan: SP

Apr: CG

Unit 3: M1-S4-DP

Unit 8: M1-S5, S5-HC, S6 M2-S1-DP, S1-HC, S2

Unit 5: M1-S1-DP

M3-S3, S4, S4-DP, S5

Unit 1: M2-S1-HC M4-S5-HC

Unit 7: M2-S4-HC

Apr: CG

Unit 3: M1-S4-DP M2-S7-HC

Unit 8: M1-S4, S5, S5-HC, S6

Unit 4: M3-S7, S7-HC

M2-S1-DP, S1-HC, S2, S3-HC

Unit 5: M1-S1-DP

M3-S3, S4, S4-DP, S5

Unit 6: M1-S1 M3-S2, S3, S3-DP, S4, S4-DP, S5, S5-DP, S5-HC M4-S3-DP, S3-HC, S4

M4-S2-DP, S2-HC

5.GM.2.2 Recognize that the surface area of a three-dimensional figure with rectangular faces with whole numbered edges can be found by finding the area of each component of the net of that figure. Know that three-dimensional shapes of different dimensions can have the same surface area.

Unit 1: M1-S4, S5 M2-S2, S3, S4, S5

Unit 8: M1-S5

Sep: CC

5.GM.2.3 Find the perimeter of polygons and create arguments for reasonable values for the perimeter of shapes that include curves.

Consider using this [Supplement Set](#).

GEOMETRY & MEASUREMENT

5.GM.3 Understand angle and length as measurable attributes of real-world and mathematical objects. Use various tools to measure angles and lengths.

5.GM.3.1 Measure and compare angles according to size.

Consider using this [Supplement Set](#).

5.GM.3.2 Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or 1/16-inch.

Unit 3: M3–S3, S3–DP
Unit 6: M4–S3

Unit 8: M3–S3, S4, S5, S5–DP M4–S1

Nov: CC
Dec: CC

Mar: CC

5.GM.3.3 Recognize and use the relationship between inches, feet, and yards to measure and compare objects.

Consider using this [Supplement Set](#).

5.GM.3.4 Recognize and use the relationship between millimeters, centimeters, and meters to measure and compare objects.

Unit 3: M3–S3, S3–DP
Unit 6: M4–S3

Unit 8: M3–S3, S4, S5, S5–DP M4–S1

Nov: CC
Dec: CC

Mar: CC

DATA & PROBABILITY

5.D.1 Display and analyze data to find the range and measures of central tendency (mean, median, and mode).

5.D.1.1 Find the measures of central tendency (mean, median, or mode) and range of a set of data. Understand that the mean is a “leveling out” or central balance point of the data.

Unit 8: M1–S4 M2–S1, S6 M4–S1

Dec: CC

Mar: CC

5.D.1.2 Create and analyze line and double-bar graphs with whole numbers, fractions, and decimals increments.

Dec: CC

Mar: CC