CACS Curriculum Map — 5th Grade Mathematics

Aligned to the 2023 NJSLS-Mathematics, the NJDOE 2024 Content Emphases (Major/Supporting/Additional Clusters), and the enVision Mathematics (2024) NJ

Standards Key

Standards Family	Code / Citation	What It Covers
NJSLS-Mathematics (2023)	**5.OA.A / B**	Operations and Algebraic Thinking — Write and interpret numerical expressions; Analyze patterns and relationships.
NJSLS-Mathematics (2023)	**5.NBT.A / B**	Number and Operations in Base Ten — Understand the place value system; Perform operations with multi-digit whole numbers and with decimals to hundredths.
NJSLS-Mathematics (2023)	**5.NF.A / B**	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.
NJSLS-Mathematics (2023)	**5.M.A / B**	Measurement — Convert like measurement units within a given measurement system; Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. (Part of the legacy 5.MD domain, restructured in 2023 — the same restructuring that affected Kindergarten through Grade 4.)
NJSLS-Mathematics (2023)	**5.DL.A / B**	Data Literacy — Understand and analyze data visualizations; Represent and interpret data. (Introduced in 2023; replaces part of the legacy 5.MD domain.)
NJSLS-Mathematics (2023)	**5.G.A / B**	Geometry — Graph points on the coordinate plane to solve real-world and mathematical problems; Classify two-dimensional figures into categories based on their properties.
NJSLS-Mathematics (2023)	**MP.1–MP.8**	Standards for Mathematical Practice — Make Sense of Problems & Persevere; Reason Abstractly & Quantitatively; Construct Viable Arguments & Critique Reasoning; Model with Mathematics; Use Appropriate Tools Strategically; Attend to Precision; Look for & Make Use of Structure; Look for & Express Regularity in Repeated Reasoning.
NJDOE Content Emphases (2024)	**M / S / A**	Cluster emphasis level for Grade 5, per the NJDOE's "Mathematics: Where to Focus" printable — Major clusters (majority of instructional time), Supporting clusters, and Additional clusters. All content must still be taught; emphasis guides relative time and depth.
NJDOE Content Emphases (2024)	**Required Fluency**	5.NBT.B.5 — Multiply multi-digit whole numbers using the standard algorithm, with accuracy and efficiency. The one fluency expectation NJDOE identifies as required by the end of Grade 5.
District Color-Coding (source document)	**Green / Blue / Yellow**	The district's own legend, printed above the map's table: Green = Major Content, Blue = Supporting Content, Yellow = Additional Content — cross-checked here against the NJDOE 2024 Content Emphases for every standard cited (one mismatch found and flagged; see the End of April–Beginning of May row).
2023 NJSLS-Mathematics	**Climate icon**	The standards document's own "opportunity to integrate climate change education" icon, appearing on 5.NF.B.3, 5.NF.B.7.c, and 5.G.A.2 for Grade 5. As with Kindergarten through Grade 4, Mathematics has no separate companion guide — the icon in the standards document itself is the source.

Standards Family	Code / Citation	What It Covers
enVision Mathematics (2024) / Savvas	**Topics 1–17**	The correlation of enVision Mathematics (2024) to the 2023 NJSLS-Mathematics, provided by the district, maps each Grade 5 standard to its enVision Lesson(s) — used here to verify every month's standards citations, including the corrected citation in the End of April–Beginning of May row. All four Data Literacy "Understand and analyze data visualizations" standards (5.DL.A.1–A.4) are absent from the district's own month-by-month pacing; independently, 5.DL.A.1 has no enVision coverage at all (core or supplemental) and 5.DL.A.2–A.4 have only supplemental MDIS-lesson coverage.

5th Grade Mathematics Curriculum Map, September–June

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
10 Days (September) *Topic 1 (Lessons 1–6)* **Place value, powers of ten, and decimals to thousandths** *Focus: How does understanding place value help us read, write, compare, and round whole numbers and decimals?*	***District-Provided Standards*** • 5.NBT.A.1 - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. (Major) • 5.NBT.A.2 - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (Major) • 5.NBT.A.3 - Read, write, and compare decimals to thousandths. (a) Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3×100 + 4×10 + 7×1 + 3×(1/10) + 9×(1/100) + 2×(1/1000). (b) Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. (Major) • 5.NBT.A.4 - Use place value understanding to round decimals to any place. (Major) ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 5.NBT.A — Major: Understand the place value system. ***enVision Mathematics (2024) NJ Correlation — verified*** • 5.NBT.A.1: Lesson 1-2, Lesson 1-3	***The learners will be able to:*** • Write numbers using exponents. • Understand place-value relationships. • Read and write decimals to the thousandths. • Read and write decimals in different ways. • Compare decimals to the thousandths. • Round decimals to different places.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 1 Practice Assessment • Topic 1 Assessment • Beginning of the Year Test ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered	***Materials:*** • -EnVision Mathematics Textbook • - Topic 1 (Lessons 1 - 6) • -Place Value Charts TT 3 • -Decimal place-value charts TT 6 • -Place-value Blocks 4 - 5 • -Number Lines TT 12 • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 1 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Computers

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• 5.NBT.A.2: Lesson 1-1, Lesson 3-1, Lesson 4-1, Lesson 6-1 • 5.NBT.A.3: Lesson 1-4, Lesson 1-5, Lesson 1-7, Let's Investigate: Go the Distance • 5.NBT.A.4: Let's Investigate: Go the Distance; Lesson 1-6		• Center Games - Review • Tech Time (IXL, Khan Academy, and Splash Learn) • Administer LinkIt Assessment in a flexible manner ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters • Provide vocabulary cards: bar diagram	• IXL • Khan Academy • Splash Learn ***Assessment Components*** • Topic 1 Practice Assessment • Topic 1 Assessment • Beginning of the Year Test

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Students are allowed to use manipulatives on tests and quizzes • Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (place value, powers of ten, and decimals to thousandths) with visuals, cognates, and student-friendly definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., "I know ___ because ___" or "The ___ is ___ because ___." • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction. ***Enrichment*** • Extend the Whole Group Lesson by having students create and justify their own word problem involving place value, powers of ten, and decimals to thousandths, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
8 Days (End of September – Beginning of October) *Topic 2 (Lessons 1–5)* **Adding and subtracting decimals to hundredths** *Focus: How can we use place value and properties of operations to add and subtract decimals accurately?*	***District-Provided Standards*** • 5.NBT.B.7 - Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (Major) ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 5.NBT.B — Major: Perform operations with multi-digit whole numbers and with decimals to hundredths. Confirmed against NJDOE's 2024 Content Emphases printable. ***enVision Mathematics (2024) NJ Correlation — verified*** • 5.NBT.B.7: Lesson 2-1, 2-2, Let's Investigate: Buying Lunch; Lesson 2-3, 2-4, 2-5, 2-6, Lesson 4-2 through 4-9, Let's Investigate: Big Growing Areas, Lesson 6-2, 6-3, Let's Investigate: Lenca Cloth; Lesson 6-4, 6-5, 6-6	***The learners will be able to:*** • Use mental math to solve addition and subtraction problems. • Estimate sums and differences of decimals. • Model sums and differences of decimals. • Add decimals using place value and properties of operations. • Subtract decimals using place value and properties of operations.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 2 Practice Assessment • Topic 2 Assessment ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (IXL, Khan Academy, and Splash Learn) ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more	***Materials:*** • -EnVision Mathematics Textbook • - Topic 2 (Lessons 1 - 5) • -Grid Paper TT 8 • -Decimal place-value charts TT 6 • -Place-value blocks or TT 4 - 5 • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 1 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Computers • IXL • Khan Academy • Splash Learn ***Assessment Components*** • Topic 2 Practice Assessment • Topic 2 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters • Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes • Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (adding and subtracting	

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			decimals to hundredths) with visuals, cognates, and student-friendly definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., "I know ___ because ___" or "The ___ is ___ because ___." • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction. ***Enrichment*** • Extend the Whole Group Lesson by having students create and justify their own word problem involving adding and subtracting decimals to hundredths, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
15 Days (October) *Topic 3 (Lessons 1–8)* **Multiplying whole numbers using the standard algorithm** *Focus: How can place-value strategies and the standard algorithm help us multiply multi-digit numbers with accuracy and efficiency?*	***District-Provided Standards*** • 5.NBT.B.5 - With accuracy and efficiency, multiply multi-digit whole numbers using the standard algorithm. (Major) [Required Fluency] ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 5.NBT.B — Major: Perform operations with multi-digit whole numbers and with decimals to hundredths. ***Required Fluency (NJDOE 2024 Content Emphases)*** • 5.NBT.B.5 — Multiply multi-digit whole numbers using the standard algorithm, with accuracy and efficiency.	***The learners will be able to:*** • Use mental math to multiply a whole number by a power of 10. • Estimate products using mental math. • Use place-value strategies and algorithms to multiply by 1-digit numbers. • Use area models, place-value strategies, and properties of operations to help multiply 2-digit by 2-digit numbers.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 3 Practice Assessment • Topic 3 Assessment ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range	***Materials:*** • -EnVision Mathematics Textbook • - Topic 3 (Lessons 1 - 8) • -Multiplication Chart • -Place-value blocks TT 4 -5 • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 1 • Envisions Workbook • Savvas Realize Access • SmartBoard

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	enVision Mathematics (2024) NJ Correlation — verified • 5.NBT.B.5: Lesson 3-2, Lesson 3-3, Let's Investigate: Growing Areas; Lesson 3-4, 3-5, 3-6, 3-7, 3-8, 3-9	• Multiply 3-digit by 2-digit numbers • Multiply numbers that have a zero in them. • Find the product of multi-digit factors. • Solve word problems involving multiplication.	from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (IXL, Khan Academy, and Splash Learn) ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible	• Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Computers • IXL • Khan Academy • Splash Learn ***Assessment Components*** • Topic 3 Practice Assessment • Topic 3 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters • Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes • Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (multiplying whole numbers using the standard algorithm) with visuals, cognates, and student-friendly definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction.	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			Enrichment • Extend the Whole Group Lesson by having students create and justify their own word problem involving multiplying whole numbers using the standard algorithm, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
11 Days (End of October – Beginning of November) *Topic 5 (Lessons 1–7)* **Dividing whole numbers** *Focus: How can patterns, models, and place value help us find quotients of multi-digit whole numbers?*	***District-Provided Standards*** • 5.NBT.B.6 - Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 5.NBT.B — Major: Perform operations with multi-digit whole numbers and with decimals to hundredths. ***enVision Mathematics (2024) NJ Correlation — verified*** • 5.NBT.B.6: Lesson 5-1, 5-2, 5-3, 5-4, Let's Investigate: Group Hike; Lesson 5-6, 5-7, 5-8	***The learners will be able to:*** • Use patterns to find quotients. • Estimate quotients. • Use models to help find quotients. • Find quotients of whole numbers. • Use place value and sharing to divide. • Use place value and sharing to divide. • Choose a strategy to divide.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 5 Practice Assessment • Topic 5 Assessment ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered	***Materials:*** • -EnVision Mathematics Textbook • - Topic 5 (Lessons 1 - 7) • -Bills and coins TT 18 • -Graph paper TT 9 • -Place-value blocks TT 4 • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 1 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Computers • IXL • Khan Academy

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Center Games - Review • Tech Time (IXL and Khan Academy) ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters • Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes	• Splash Learn ***Assessment Components*** • Topic 5 Practice Assessment • Topic 5 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (dividing whole numbers) with visuals, cognates, and student-friendly definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., "I know ___ because ___" or "The ___ is ___ because ___." • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction. ***Enrichment*** • Extend the Whole Group Lesson by having students create and justify their own word problem involving dividing whole numbers, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
12 Days (End of November –	***District-Provided Standards*** • 5.NF.B.4 - Apply and extend previous understandings of multiplication to multiply a	***The learners will be able to:***	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided	***Materials:***

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
Beginning of December) *Topic 8 (Lessons 1–8)* **Multiplying fractions and mixed numbers** *Focus: How can area models and the meaning of multiplication help us multiply fractions, whole numbers, and mixed numbers?*	fraction or whole number by a fraction. (a) Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. (b) Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. (Major) • 5.NF.B.5 - Interpret multiplication as scaling (resizing), by: (a) comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication; (b) explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number, and why multiplying a given number by a fraction less than 1 results in a product smaller than the given number. • 5.NF.B.6 - Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 5.NF.B — Major: Apply and extend previous understandings of multiplication and division to multiply and divide fractions. ***enVision Mathematics (2024) NJ Correlation — verified*** • 5.NF.B.4: Lesson 8-1, 8-2, 8-3, 8-4, 8-5, 8-6 • 5.NF.B.5: Let's Investigate: Photo Enlargement; Lesson 8-8 • 5.NF.B.6: Let's Investigate: Photo Enlargement; Lesson 8-7, Lesson 8-9	• Multiply a fraction by a whole number. • Multip;y a whole number by a fraction. • Multiply fractions and whole numbers. • Use models to multiply two fractions. • Multiply two fractions. • Find the area of a rectangle. • Multiply mixed numbers. • Use multiplication to scale or resize something	Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 8 Practice Assessment • Topic 8 Assessment ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (IXL, Khan Academy, and Splash Learn) ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives	• -EnVision Mathematics Textbook • - Topic 8 (Lessons 1 - 8) • -Fractions strips TT 13 • -Graph paper TT 9 • -Number Lines TT 12 • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 2 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Computers • IXL • Khan Academy • Splash Learn ***Assessment Components*** • Topic 8 Practice Assessment • Topic 8 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters • Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes • Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (multiplying fractions and mixed numbers) with visuals, cognates, and student-friendly	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction. ***Enrichment*** • Extend the Whole Group Lesson by having students create and justify their own word problem involving multiplying fractions and mixed numbers, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
11 Days (December) *Topic 9 (Lessons 1–7)* **Fractions as division; dividing with unit fractions** *Focus: How is a fraction related to division, and how can we divide unit fractions by whole numbers and whole numbers by unit fractions?*	***District-Provided Standards*** • 5.NF.B.3 - Interpret a fraction as division of the numerator by the denominator (i.e., a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. • 5.NF.B.7 - Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (a) Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. (b) Interpret division of a whole number by a unit fraction, and compute such quotients. (c) Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g.,	***The learners will be able to:*** • Understand how fractions are related to division. • Show quotients as fractions and mixed numbers. • Connect dividing by a fraction to multiplication. • Divide a whole number by a unit fraction. • Divide a unit fraction by a non-zero whole number. • Divide with unit fractions. • Solve division problems involving unit fractions.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 9 Practice Assessment • Topic 9 Assessment ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups.	***Materials:*** • -EnVision Mathematics Textbook • - Topic 9 (Lessons 1 - 7) • -Number lines TT 12 • -Fraction models TT 14 • -Fraction strips TT 13 • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 2 • Envisions Workbook • Savvas Realize Access • SmartBoard

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	by using visual fraction models and equations to represent the problem. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 5.NF.B — Major: Apply and extend previous understandings of multiplication and division to multiply and divide fractions. ***enVision Mathematics (2024) NJ Correlation — verified*** • 5.NF.B.3: Lesson 9-1, Lesson 9-2 • 5.NF.B.7: Lesson 9-3, 9-4, Let's Investigate: For the Dogs; Lesson 9-5, 9-6, Lesson 9-7, Lesson 9-8 ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 5.NF.B.3 carries the standards document's climate-change integration icon, denoting an opportunity to build this unit's word problems around a climate- or environment-themed context. • 2023 NJSLS-Mathematics: 5.NF.B.7 carries the standards document's climate-change integration icon, denoting an opportunity to build this unit's word problems around a climate- or environment-themed context.		• Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (IXL, Khan Academy, and Splash Learn) ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible	• Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Computers • IXL • Khan Academy • Splash Learn ***Assessment Components*** • Topic 9 Practice Assessment • Topic 9 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters • Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes • Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (fractions as division; dividing with unit fractions) with visuals, cognates, and student-friendly definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction.	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			Enrichment • Extend the Whole Group Lesson by having students create and justify their own word problem involving fractions as division; dividing with unit fractions, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
11 Days (End of December – Beginning of January) *Topic 4 (Lessons 1–8)* **Multiplying decimals** *Focus: How can what we know about place value and multiplying whole numbers help us multiply decimals?*	***District-Provided Standards*** • 5.NBT.B.7 - Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 5.NBT.B — Major: Perform operations with multi-digit whole numbers and with decimals to hundredths. ***enVision Mathematics (2024) NJ Correlation — verified*** • 5.NBT.B.7: Lesson 2-1, 2-2, Let's Investigate: Buying Lunch; Lesson 2-3, 2-4, 2-5, 2-6, Lesson 4-2 through 4-9, Let's Investigate: Big Growing Areas, Lesson 6-2, 6-3, Let's Investigate: Lenca Cloth; Lesson 6-4, 6-5, 6-6	***The learners will be able to:*** • Find the product of a decimal number and a power of 10. • Use rounding and compatible numbers to estimate the product of a decimal and a whole number. • Use models to represent multiplying a decimal and a whole number. • Multiply a decimal by a whole number. • Use grids to multiply decimals. • Multiply two decimals using what I know about place value and partial products with whole numbers. • Use properties to multiply decimals. • Use number sense to place the decimals in a product.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 4 Practice Assessment • Topic 4 Assessment • Administer LinkIt Assessment in a flexible manner ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding	***Materials:*** • -EnVision Mathematics Textbook • - Topic 4 (Lessons 1 - 8) • -Decimal grids TT 8 • -Place-value blocks TT 4 - 5 • -Counters • -Bills and coins TT 18 • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 1 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Counters

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (IXL, Khan Academy, and Splash Learn) ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters	• Ten Frame • Addition Fact Pattern • Computers • IXL • Khan Academy • Splash Learn ***Assessment Components*** • Topic 4 Practice Assessment • Topic 4 Assessment • Administer LinkIt Assessment in a flexible manner

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes • Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (multiplying decimals) with visuals, cognates, and student-friendly definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction. ***Enrichment*** • Extend the Whole Group Lesson by having students create and justify their own word problem involving multiplying decimals, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			connect it to a previously learned topic.	
7 Days (January) *Topic 6 (Lessons 1–5)* **Dividing decimals** *Focus: How can patterns, estimation, and place value help us divide decimals by whole numbers and by other decimals?*	***District-Provided Standards*** • 5.NBT.A.2 - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (Major) • 5.NBT.B.7 - Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (Major) ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 5.NBT.A — Major: Understand the place value system. • 5.NBT.B — Major: Perform operations with multi-digit whole numbers and with decimals to hundredths. ***enVision Mathematics (2024) NJ Correlation — verified*** • 5.NBT.A.2: Lesson 1-1, Lesson 3-1, Lesson 4-1, Lesson 6-1 • 5.NBT.B.7: Lesson 2-1, 2-2, Let's Investigate: Buying Lunch; Lesson 2-3, 2-4, 2-5, 2-6, Lesson 4-2 through 4-9, Let's Investigate: Big Growing Areas, Lesson 6-2, 6-3, Let's Investigate: Lenca Cloth; Lesson 6-4, 6-5, 6-6	***The learners will be able to:*** • Use patterns to solve decimals division problems. • Estimate quotients in problems involving decimals. • Use models to help find quotients in problems involving decimals. • Divide decimals by a two-digit whole number. • Divide a decimal by another decimal.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 4 Practice Assessment • Topic 4 Assessment ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (IXL, Khan Academy, and splash Learn) ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables	***Materials:*** • -EnVision Mathematics Textbook • - Topic 6 (Lessons 1 - 5) • -Decimal place value charts TT 6 • -Bills and coins TT 18 • -Decimal models TT 7 • -Place-value blocks TT 4 - 5 • -Centimeter grid paper TT 9 • -Decimal grids TT 8 • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 2 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Computers • IXL • Khan Academy • Splash Learn ***Assessment Components*** • Topic 4 Practice Assessment • Topic 4 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters • Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes • Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom.	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics) • Pre-teach and post key vocabulary for this unit (dividing decimals) with visuals, cognates, and student-friendly definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., "I know ___ because ___" or "The ___ is ___ because ___." • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction. ***Enrichment*** • Extend the Whole Group Lesson by having students create and justify their own word problem involving dividing decimals, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
15 Days (End of January – February) *Topic 7 (Lessons 1–11)* **Adding and subtracting fractions with unlike denominators** *Focus: How can equivalent fractions*	***District-Provided Standards*** • 5.NF.A.1 - Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. (Major) • 5.NF.A.2 - Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions	***The learners will be able to:*** • Estimate sums and differences of fractions. • Find common denominators for fractions and unlike denominators. • Add fractions with unlike denominators. • Subtract fractions with unlike denominators.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 7 Practice Assessment • Topic 7 Assessment	***Materials:*** • -EnVision Mathematics Textbook • -Topic 7 (Lessons 1 - 11) • -Number lines TT 12 • -Fraction strips TT 13 • -Circle fraction models TT 14 • -NJSLA Practice Problems ***Technology:***

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
help us add and subtract fractions and mixed numbers with unlike denominators?	and number sense of fractions to estimate mentally and assess the reasonableness of answers. (Major) ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 5.NF.A — Major: Use equivalent fractions as a strategy to add and subtract fractions. ***enVision Mathematics (2024) NJ Correlation — verified*** • 5.NF.A.1: Let's Investigate: Resale Mall Space; Lesson 7-2, 7-3, 7-4, 7-5, 7-8, 7-9, 7-10, 7-11 • 5.NF.A.2: Lesson 7-1, 7-6, 7-7, 7-12	• Write equivalent fractions to add and subtract fractions with unlike denominators. • Estimate sums and differences of fractions and mixed numbers. • Add mixed numbers using models. • Add mixed numbers. • Use models to subtract mixed numbers. • Subtract mixed numbers. • Add and subtract mixed numbers.	• Beginning of the Year Test ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (IXL, Khan Academy, and Splash Learn) ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple.	• Envisions Lesson Book Volume 1 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Computers • IXL • Khan Academy • Splash Learn ***Assessment Components*** • Topic 7 Practice Assessment • Topic 7 Assessment • Beginning of the Year Test

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters • Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes • Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (adding and subtracting fractions with unlike denominators) with visuals, cognates, and student-friendly definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (place-value charts,	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction. ***Enrichment*** • Extend the Whole Group Lesson by having students create and justify their own word problem involving adding and subtracting fractions with unlike denominators, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
9 Days (End of February) *Topic 10 (Lessons 1–4)* **Representing and interpreting data with line plots** *Focus: How can a line plot help us display and solve problems using fraction measurement data?*	***District-Provided Standards*** • 5.DL.B.5 - Make a line plot to display a data set of measurements in fractions of a unit (½, ¼, ⅛). Use operations on fractions for this grade to solve problems involving information presented in line plots. (Supporting) ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 5.DL.B — Supporting: Represent and interpret data. ***enVision Mathematics (2024) NJ Correlation — verified*** • 5.DL.B.5: Lesson 10-1, Let's Investigate: Geckos for Sale; Lesson 10-2, 10-3, 10-4	***The learners will be able to:*** • Read a line plot. • Display data in a line plot. • Solve problems using data in a line plot. • Critique the reasoning of others by using what I know about line plots and fractions.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 7 Practice Assessment • Topic 7 Assessment • Beginning of the Year Test ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher	***Materials:*** • -EnVision Mathematics Textbook • - Topic 10 (Lessons 1 - 4) • -Unit cubes • -Combining volume TT 19 • -Centimeter grid paper TT 9 • -Place-value blocks TT 4 • -Centimeter grid paper TT 9 • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 2 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success)

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (IXL, Khan Academy, and Splash Learn) ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as	• Whiteboards • Teacher created resources • Math Centers • Computers • IXL • Khan Academy • Splash Learn ***Assessment Components*** • Topic 7 Practice Assessment • Topic 7 Assessment • Beginning of the Year Test

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters • Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes • Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (representing and interpreting data with line plots) with visuals, cognates, and student-friendly definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction. ***Enrichment*** • Extend the Whole Group Lesson by having students create and justify their own word problem involving representing and interpreting data	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			with line plots, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
8 Days (Beginning of March) *Topic 11 (Lessons 1–4)* **Understanding volume concepts** *Focus: What does it mean to measure volume, and how can we count unit cubes to find it?*	***District-Provided Standards*** • 5.M.B.2 - Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (a) A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. (b) A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. (Major) • 5.M.B.3 - Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units. (Major) • 5.M.B.4 - Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (a) Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths. (b) Apply the formulas V = l × w × h and V = B × h for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths. (c) Recognize volume as additive; find volumes of solid figures composed of two non-overlapping right rectangular prisms. (Major) ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 5.M.B — Major: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. ***enVision Mathematics (2024) NJ Correlation — verified*** • 5.M.B.2: Lesson 11-1, Lesson 11-2, Lesson 11-5 • 5.M.B.3: Lesson 11-1, Let's Investigate: Shipping Blocks; Lesson 11-2, Lesson 11-5	***The learners will be able to:*** • Find the volume of solid figures. • Find the volume of rectangular prisms using a formula. • Find the volume of a solid figure that is the combination of two or more rectangular prisms. • Solve word problems involving volume.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 11 Practice Assessment • Topic 11 Assessment • Beginning of the Year Test ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (IXL, Khan Academy, and Splash Learn)	***Materials:*** • -EnVision Mathematics Textbook • - Topic 11 (Lessons 1 - 4) • -Inch ruler and yardstick TT 17 • -Cups pint quart, and gallon containers • -Centimeter ruler and meter stick TT 16 • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 2 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Computers • IXL • Khan Academy • Splash Learn ***Assessment Components***

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• 5.M.B.4: Let's Investigate: Shipping Blocks; Lesson 11-2, Lesson 11-3, Lesson 11-4		***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters • Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes • Longer time on tests for SE students.	• Topic 11 Practice Assessment • Topic 11 Assessment • Beginning of the Year Test

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (understanding volume concepts) with visuals, cognates, and student-friendly definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., "I know ___ because ___" or "The ___ is ___ because ___." • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction. ***Enrichment*** • Extend the Whole Group Lesson by having students create and justify their own word problem involving understanding volume concepts, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
11 days (March) *Topic 12 (Lessons 1–9)* **Relating volume to multiplication and**	***District-Provided Standards*** • 5.M.A.1 - Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these	***The learners will be able to:*** • Convert customary units of length.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from	***Materials:*** • -EnVision Mathematics Textbook • - Topic 12 (Lessons 1 - 9)

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
converting measurement units *Focus: How can formulas help us find volume, and how do we convert between units within the customary and metric systems?*	conversions in solving multi-step, real world problems. (Supporting) ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 5.M.A — Supporting: Convert like measurement units within a given measurement system. ***enVision Mathematics (2024) NJ Correlation — verified*** • 5.M.A.1: Lesson 12-1, Let's Investigate: Gardening Tips; Lesson 12-2 through 12-9	• Convert customary units of capacity. • Convert customary units of weight. • Convert metric units of length. • Convert metric units of capacity. • Convert metric units of mass. • Solve problems that involve conversions between seconds and minutes, and between minutes and hours. • Solve real-world problems with measurement conversions. • Be precise when solving measurement problems.	Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 12 Practice Assessment • Topic 12 Assessment ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (IXL, Khan Academy, and Splash Learn) ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material	• -Number lines TT 12 • -Centimeter grid paper TT 9 • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 2 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Counters • Ten Frame • Addition Fact Pattern • Computers • IXL • Khan Academy • Splash Learn ***Assessment Components*** • Topic 12 Practice Assessment • Topic 12 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters • Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes • Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (relating volume to multiplication and converting measurement units) with visuals, cognates, and student-friendly	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., "I know ___ because ___" or "The ___ is ___ because ___." • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction. ***Enrichment*** • Extend the Whole Group Lesson by having students create and justify their own word problem involving relating volume to multiplication and converting measurement units, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
8 Days (End of March – April) *Topic 13 (Lessons 1–4)* **Writing and interpreting numerical expressions** *Focus: How can parentheses, brackets, and braces help us evaluate and interpret numerical expressions?*	***District-Provided Standards*** • 5.OA.A.1 - Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. (Additional — district color: Yellow) • 5.OA.A.2 - Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921 without having to calculate the indicated sum or product. (Additional) ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 5.OA.A — Additional: Write and interpret numerical expressions.	***The learners will be able to:*** • Evaluate expressions with parentheses, brackets, and braces. • Write simple expressions that show calculations with numbers. • Interpret numerical expressions without evaluating them. • Make sense of quantities and relationships in problem situations.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 13 Practice Assessment • Topic 13 Assessment • Administer LinkIt Assessment in a flexible manner ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range	***Materials:*** • -EnVision Mathematics Textbook • - Topic 13 (Lessons 1 - 4) • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 1 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	enVision Mathematics (2024) NJ Correlation — verified • 5.OA.A.1: Lesson 13-1, Lesson 13-4 • 5.OA.A.2: Let's Investigate: Different Expressions; Lesson 13-2, Lesson 13-3		from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (IXL, Khan Academy, and Splash Learn) ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible	• Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Counters • Ten Frame • Addition Fact Pattern • Computers • IXL • Khan Academy • Splash Learn ***Assessment Components*** • Topic 13 Practice Assessment • Topic 13 Assessment • Administer LinkIt Assessment in a flexible manner

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters • Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes • Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (writing and interpreting numerical expressions) with visuals, cognates, and student-friendly definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction.	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			Enrichment • Extend the Whole Group Lesson by having students create and justify their own word problem involving writing and interpreting numerical expressions, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
7 days (April) *Topic 14 (Lessons 1–4)* **Graphing points on the coordinate plane** *Focus: How can an ordered pair of numbers help us locate and graph points on a coordinate grid?*	***District-Provided Standards*** • 5.G.A.1 - Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis. (Additional) • 5.G.A.2 - Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (Additional) ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 5.G.A — Additional: Graph points on the coordinate plane to solve real-world and mathematical problems. ***enVision Mathematics (2024) NJ Correlation — verified*** • 5.G.A.1: Lesson 14-1 • 5.G.A.2: Lesson 14-2, Lesson 14-3, Let's Investigate: Rainy Days; Lesson 14-4 ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 5.G.A.2 carries the standards document's climate-change integration	***The learners will be able to:*** • Locate points on a coordinate grid. • Graph points on a coordinate grid. • Solve real-world problems by graphing points. • Use Reasoning to solve problems.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 14 Practice Assessment • Topic 14 Assessment ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered	***Materials:*** • -EnVision Mathematics Textbook • - Topic 14 (Lessons 1 - 4) • -Coordinate grids TT 20 • -Centimeter grid paper TT 9 • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 2 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Computers • IXL • Khan Academy

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	icon, denoting an opportunity to build this unit's word problems around a climate- or environment-themed context.		• Center Games - Review • Tech Time (IXL, Khan Academy, and Splash Learn) ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters • Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes	• Splash Learn ***Assessment Components*** • Topic 14 Practice Assessment • Topic 14 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (graphing points on the coordinate plane) with visuals, cognates, and student-friendly definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction. ***Enrichment*** • Extend the Whole Group Lesson by having students create and justify their own word problem involving graphing points on the coordinate plane, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
7 Days (End of April – Beginning of May) *Topic 15 (Lessons 1–4, as cited by the district — see Flagged for District Review)* **Writing and interpreting numerical expressions (revisited)** *Focus: How can we write and interpret numerical expressions without evaluating them?*	***District-Provided Standards*** • 5.OA.A.2 - Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921 without having to calculate the indicated sum or product. (Additional) ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 5.OA.A — Additional: Write and interpret numerical expressions. ***enVision Mathematics (2024) NJ Correlation — verified*** • 5.OA.A.2: Let's Investigate: Different Expressions; Lesson 13-2, Lesson 13-3	***The learners will be able to:*** • Locate points on a coordinate grid.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 15 Practice Assessment • Topic 15 Assessment ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (IXL, Khan Academy, and Splash Learn) ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more	***Materials:*** • -EnVision Mathematics Textbook • - Topic 15 (Lessons 1 - 4) • -Centimeter grid paper TT 9 • -Coordinate grids TT 20 • -Ruler/straightedge • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 2 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Computers • IXL • Khan Academy • Splash Learn ***Assessment Components*** • Topic 15 Practice Assessment • Topic 15 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters • Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes • Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (writing and	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			interpreting numerical expressions (revisited)) with visuals, cognates, and student-friendly definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., "I know ___ because ___" or "The ___ is ___ because ___." • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction. ***Enrichment*** • Extend the Whole Group Lesson by having students create and justify their own word problem involving writing and interpreting numerical expressions (revisited), then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
7 Days (May) *Topic 15 (Lessons 1–4)* **Analyzing numerical patterns and graphing ordered pairs** *Focus: How can two related rules generate number patterns whose corresponding terms form ordered pairs we can graph?*	***District-Provided Standards*** • 5.OA.B.3 - Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so. (Additional) ***Cluster Emphasis (NJDOE 2024 Content Emphases)***	***The learners will be able to:*** • Analyze numerical patterns. • Use tables to identify relationships between patterns. • Analyze patterns and graph ordered pairs generated from number sequences. • Make sense of problems and keep working if I get stuck.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 15 Practice Assessment • Topic 15 Assessment • Beginning of the Year Test ***Small Group Instruction:***	***Materials:*** • -EnVision Mathematics Textbook • - Topic 15 (Lessons 1 - 4) • -Place Value Charts • -Base Ten Blocks • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 1 • Envisions Workbook • Savvas Realize Access • SmartBoard

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• 5.OA.B — Additional: Analyze patterns and relationships. Confirmed against NJDOE's 2024 Content Emphases printable. ***enVision Mathematics (2024) NJ Correlation — verified*** • 5.OA.B.3: Let's Investigate: Cube Patterns; Lesson 15-1, Lesson 15-2, Lesson 15-3, Lesson 15-4		• Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (IXL, Khan Academy, and Splash Learn) ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible	• Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Computers • IXL • Khan Academy • Splash Learn ***Assessment Components*** • Topic 15 Practice Assessment • Topic 15 Assessment • Beginning of the Year Test

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters • Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes • Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (analyzing numerical patterns and graphing ordered pairs) with visuals, cognates, and student-friendly definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			appropriate to the unit) during Whole Group Lesson and Small Group Instruction. ***Enrichment*** • Extend the Whole Group Lesson by having students create and justify their own word problem involving analyzing numerical patterns and graphing ordered pairs, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
7 Days (May) *Topic 16 (Lessons 1–4)* **Classifying two-dimensional figures** *Focus: How are two-dimensional figures related in a hierarchy based on their shared properties?*	***District-Provided Standards*** • 5.G.B.3 - Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. (Additional) • 5.G.B.4 - Classify two-dimensional figures in a hierarchy based on properties. (Additional) ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 5.G.B — Additional: Classify two-dimensional figures into categories based on their properties. ***enVision Mathematics (2024) NJ Correlation — verified*** • 5.G.B.3: Lesson 16-1, Let's Investigate: Patch It Together; Lesson 16-2, 16-3, 16-4 • 5.G.B.4: Lesson 16-1, Let's Investigate: Patch It Together; Lesson 16-2, 16-3, 16-4	***The learners will be able to:*** • Classify triangles by their angles and sides. • Classify quadrilaterals by their properties. • Classify quadrilaterals using a hierarchy. • Construct arguments about geometric figures.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 16 Practice Assessment • Topic 16 Assessment ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding	***Materials:*** • -EnVision Mathematics Textbook • - Topic 16 (Lessons 1 - 4) • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 2 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math tools • Computers • IXL

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (IXL, Khan Academy, and Splash Learn) ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters	• Khan Academy • Splash Learn ***Assessment Components*** • Topic 16 Practice Assessment • Topic 16 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes • Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (classifying two-dimensional figures) with visuals, cognates, and student-friendly definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction. ***Enrichment*** • Extend the Whole Group Lesson by having students create and justify their own word problem involving classifying two-dimensional figures, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			connect it to a previously learned topic.	
10 Days (End of May – June) — Step Up to 6th Grade *Topic 17 (Lessons 1–10)* **Step Up to Grade 6: previewing dividing fractions, integers, the coordinate plane, exponents, equations, ratios, rates, percent, and area** *Focus: How do the fraction, number, and geometry skills built this year prepare us for integers, expressions and equations, ratios, and percent in Grade 6?*	***District-Provided Standards*** • No NJSLS-Mathematics standard is cited by the district for this row — it is a transition/preview unit (see Notes on Alignment).	***The learners will be able to:*** • Understand division of fractions. • Understand integers. • Rational numbers on the coordinate plane. • Understand and represent exponents. • Understand equations and solutions. • Understand ratios. • Understand rates and unit rates. • Understand percent. • Relate fractions, decimals, and percents. • Find areas of parallelograms and rhombuses.	***Whole Group Lesson:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves ***Small Group Instruction:*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Math with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (IXL, Khan Academy, and Splash learn) ***Options for Modifications/Extensions**** • Basic, High, ELL, PBL • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating	***Materials:*** • -EnVision Mathematics Textbook • - Topic 17 (Lessons 1 - 10) • -NJSLA Practice Problems ***Technology:*** • Envisions Lesson Book Volume 2 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math tools • Computers • IXL • Khan Academy • Splash Learn

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Teacher reads the test aloud • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Allow student to respond orally • Provide ten frames and two color counters • Provide vocabulary cards: bar diagram • Students are allowed to use manipulatives on tests and quizzes • Longer time on tests for SE students. • Limit the number of homework and assessment problems. • Quiz and test corrections. • Extended time for classwork. • Allow for movement in the classroom. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)***	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Pre-teach and post key vocabulary for this unit (step up to grade 6: previewing dividing fractions, integers, the coordinate plane, exponents, equations, ratios, rates, percent, and area) with visuals, cognates, and student-friendly definitions before Whole Group Lesson. • Provide sentence frames for explaining reasoning, e.g., "I know ___ because ___" or "The ___ is ___ because ___." • Pair verbal/written directions with visual models (place-value charts, number lines, area models, fraction strips, or coordinate grids as appropriate to the unit) during Whole Group Lesson and Small Group Instruction. ***Enrichment*** • Extend the Whole Group Lesson by having students create and justify their own word problem involving step up to grade 6: previewing dividing fractions, integers, the coordinate plane, exponents, equations, ratios, rates, percent, and area, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	