

Fifth Grade Pacing Guide Weeks 1-9

Week	Unit and Topic	Days Completed
Operations and Algebraic Thinking Write and interpret numerical expressions		
1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols	
2	Write simple expressions that represent relationships with numbers and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (2 \times 4)$ is the same as $3 \times 2 \times 4$ using the associative property of multiplication.	
Operations and Algebraic Thinking Analyze patterns and relationships		
3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs to represent corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rules	
Number and Operations in Base Ten Understand the place value system		
4-5	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.	
6	Extend patterns in the number of ones 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 powers of 10. Use whole number operations to find products of 10.	

Pacing Guide Weeks 10-18

Unit and Topic	Days Completed
Operations in Base Ten Add, subtract, multiply, and divide whole numbers	
10-11	
12-13	
Operations: Fractions Use a strategy to add and subtract	
14-15	
16-17	
Measurement and Data Understand a unit square, square inch	
18-19	
20-21	
22-23	
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Pacing Guide Weeks 19-26

Unit and Topic	Days Completed
Operations in Base Ten	
Add, subtract, multiply, and divide whole numbers	
addition using the standard algorithm	
add numbers with up to four digits (without the standard algorithm) and explain the properties of addition (associative and identity). Students place value, regrouped units, and so	
subtract in two digits, using concrete models explain what properties of operations and the relationship among the meanings of addition and	
Operations: Fractions	
addition, subtraction, multiplication and division	
the number line to the operations: add $\frac{1}{4}$ + $\frac{1}{4}$, $\frac{1}{2}$ + $\frac{1}{2}$ and other numbers leading to a common denominator, using number lines to add and subtract. For example, explain $\frac{1}{4}$ + $\frac{1}{4}$ as the result of adding $\frac{1}{4}$ to $\frac{1}{4}$ and find other fractions on the number line a third of way $\frac{1}{3}$ of $\frac{1}{4}$ is $\frac{1}{12}$	
addition of multiplication to multiply a fraction by a whole	
use of a number line to add and multiply. Use of operations: add $\frac{1}{4}$ + $\frac{1}{4}$ for example and $\frac{1}{2}$ + $\frac{1}{2}$ and explain other common fractions $\frac{1}{3}$ + $\frac{1}{3}$ (in general, $\frac{1}{4}$ + $\frac{1}{4}$ = $\frac{1}{2}$)	
Explain the relationship of adding a whole unit and a fraction, and show that the sum is the sum of the whole number. Multiply fractions and explain the relationship between multiplication and	

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