

A photograph of a classroom with two wooden desks. Each desk has a black top and a white sheet of paper with a pencil resting on it. In the background, there is a whiteboard and a wooden abacus.

DRAFT New Louisiana
Standards for 2016-2017
Correlation to *Eureka Math*

Grade 5
April 2016
Draft

**EUREKA
MATH™**

Grade 5 Mathematics

The Grade 5 Louisiana Standards for Mathematics are fully covered by the Grade 5 Eureka Math curriculum. A detailed analysis of alignment is provided in the table below.

Indicators

-  Green indicates that the Louisiana standard is fully addressed in *Eureka Math*.
-  Yellow indicates that the Louisiana standard may not be completely addressed in *Eureka Math*.
-  Red indicates that the Louisiana standard is not addressed in *Eureka Math*.
-  Blue indicates there is a discrepancy between the grade level at which this standard is addressed in the Louisiana standards and in *Eureka Math*.

Standards for Mathematical Practice

Aligned Components of *Eureka Math*

1. Make sense of problems and persevere in solving them.

Fifth grade students solve problems by applying their understanding of operations with whole numbers, decimals, and fractions including mixed numbers. They solve problems related to volume and measurement conversions. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, “What is the most efficient way to solve the problem?”, “Does this make sense?”, and “Can I solve the problem in a different way?”

Lessons in every module engage students in making sense of problems and persevering in solving them as required by this standard. This standard is analogous to the CCSSM Standard for Mathematical Practice 1, which is specifically addressed in the following modules:

- G5 M2: Multi-Digit Whole Number and Decimal Fraction Operations
- G5 M3: Addition and Subtraction of Fractions
- G5 M5: Addition and Multiplication with Volume and Area
- G5 M6: Problem Solving with the Coordinate Plane

2. Reason abstractly and quantitatively.

Fifth graders should recognize that a number represents a specific quantity. They connect quantities to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions that record calculations with numbers and represent or round numbers using place value concepts.

Lessons in every module engage students in reasoning abstractly and quantitatively as required by this standard. This standard is analogous to the CCSSM Standard for Mathematical Practice 2, which is specifically addressed in the following modules:

- G5 M2: Multi-Digit Whole Number and Decimal Fraction Operations
- G5 M4: Multiplication and Division of Fractions and Decimal Fractions
- G5 M5: Addition and Multiplication with Volume and Area
- G5 M6: Problem Solving with the Coordinate Plane

Standards for Mathematical Practice

Aligned Components of Eureka Math

3. Construct viable arguments and critique the reasoning of others.

In fifth grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain calculations based upon models and properties of operations and rules that generate patterns. They demonstrate and explain the relationship between volume and multiplication. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?” They explain their thinking to others and respond to others’ thinking.

Lessons in every module engage students in constructing viable arguments and critiquing the reasoning of others as required by this standard. This standard is analogous to the CCSSM Standard for Mathematical Practice 3, which is specifically addressed in the following modules:

- G5 M3: Addition and Subtraction of Fractions
- G5 M4: Multiplication and Division of Fractions and Decimal Fractions
- G5 M5: Addition and Multiplication with Volume and Area
- G5 M6: Problem Solving with the Coordinate Plane

4. Model with mathematics.

In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, making a chart, list, or graph, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fifth graders should evaluate their results in the context of the situation and whether the results make sense. They also evaluate the utility of models to determine which models are most useful and efficient to solve problems.

Lessons in every module engage students in modeling with mathematics as required by this standard. This standard is analogous to the CCSSM Standard for Mathematical Practice 4, which is specifically addressed in the following modules:

- G5 M4: Multiplication and Division of Fractions and Decimal Fractions
- G5 M5: Addition and Multiplication with Volume and Area

5. Use appropriate tools strategically.

Fifth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use unit cubes to fill a rectangular prism and then use a ruler to measure the dimensions. They use graph paper to accurately create graphs and solve problems or make predictions from real world data.

Lessons in every module engage students in using appropriate tools strategically as required by this standard. This standard is analogous to the CCSSM Standard for Mathematical Practice 5, which is specifically addressed in the following modules:

- G5 M3: Addition and Subtraction of Fractions
- G5 M4: Multiplication and Division of Fractions and Decimal Fractions

Standards for Mathematical Practice

Aligned Components of *Eureka Math*

6. Attend to precision.

Students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to expressions, fractions, geometric figures, and coordinate grids. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the volume of a rectangular prism they record their answers in cubic units.

Lessons in every module engage students in attending to precision as required by this standard. This standard is analogous to the CCSSM Standard for Mathematical Practice 6, which is specifically addressed in the following modules:

- G5 M1: Place Value and Decimal Fractions
- G5 M5: Addition and Multiplication with Volume and Area
- G5 M6: Problem Solving with the Coordinate Plane

7. Look for and make use of structure.

In fifth grade, students look closely to discover a pattern or structure. For instance, students use properties of operations as strategies to add, subtract, multiply and divide with whole numbers, fractions, and decimals. They examine numerical patterns and relate them to a rule or a graphical representation.

Lessons in every module engage students in looking for and making use of structure as required by this standard. This standard is analogous to the CCSSM Standard for Mathematical Practice 7, which is specifically addressed in the following modules:

- G5 M1: Place Value and Decimal Fractions
- G5 M2: Multi-Digit Whole Number and Decimal Fraction Operations
- G5 M3: Addition and Subtraction of Fractions
- G5 M4: Multiplication and Division of Fractions and Decimal Fractions
- G5 M5: Addition and Multiplication with Volume and Area
- G5 M6: Problem Solving with the Coordinate Plane

8. Look for and express regularity in repeated reasoning.

Fifth graders use repeated reasoning to understand algorithms and make generalizations about patterns. Students connect place value and their prior work with operations to understand algorithms to fluently multiply multi-digit numbers and perform all operations with decimals to hundredths. Students explore operations with fractions with visual models and begin to formulate generalizations.

Lessons in every module engage students in looking for and expressing regularity in repeated reasoning as required by this standard. This standard is analogous to the CCSSM Standard for Mathematical Practice 8, which is specifically addressed in the following modules:

- G5 M1: Place Value and Decimal Fractions
- G5 M2: Multi-Digit Whole Number and Decimal Fraction Operations
- G5 M3: Addition and Subtraction of Fractions

Domain	Standards	Aligned Components of <i>Eureka Math</i>
Operations and Algebraic Thinking	Cluster A: Write and interpret numerical expressions.	
	5.OA.A.1 Use parentheses or brackets in numerical expressions, and evaluate expressions with these symbols.	<p>G5 M2 Topic A: Mental Strategies for Multi-Digit Whole Number Multiplication</p> <p>G5 M2 Topic B: The Standard Algorithm for Multi-Digit Whole Number Multiplication</p> <p>G5 M4 Lesson 10: Compare and evaluate expressions with parentheses.</p> <p>G5 M4 Lesson 32: Interpret and evaluate numerical expressions including the language of scaling and fraction division.</p> <p>Note: Evaluating expressions with parentheses is first introduced in Grade 3.</p>
	5.OA.A.2 Write simple expressions that record calculations with whole numbers, fractions, and decimals, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18,932 + 9.21)$ is three times as large as $18,932 + 9.21$, without having to calculate the indicated sum or product.</i>	<p>G5 M2 Topic A: Mental Strategies for Multi-Digit Whole Number Multiplication</p> <p>G5 M2 Topic B: The Standard Algorithm for Multi-Digit Whole Number Multiplication</p> <p>G5 M4 Lesson 10: Compare and evaluate expressions with parentheses.</p> <p>G5 M4 Lesson 32: Interpret and evaluate numerical expressions including the language of scaling and fraction division.</p>

Domain	Standards	Aligned Components of <i>Eureka Math</i>
	<p>Cluster B: Analyze patterns and relationships.</p> <p>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. <i>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.</i></p>	<p>G5 M6 Topic A: Coordinate Systems</p> <p>G5 M6 Topic B: Patterns in the Coordinate Plane and Graphing Number Patterns from Rules</p> <p>G5 M6 Topic C: Drawing Figures in the Coordinate Plane</p> <p>G5 M6 Topic D: Problem Solving in the Coordinate Plane</p>
<p>Number and Operations in Base 10</p>	<p>Cluster A: Understand the place value system.</p> <p>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.</p>	<p>G5 M1: Place Value and Decimal Fractions</p> <p>G5 M2: Multi-Digit Whole Number and Decimal Fraction Operations</p>
	<p>5.NBT.A.2 Explain and apply patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain and apply patterns in the values of the digits in the product or the quotient, when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. <i>For example, $10^0 = 1$, $10^1 = 10$, ..., and $2.1 \times 10 = 210$.</i></p>	<p>G5 M1: Place Value and Decimal Fractions</p> <p>G5 M2: Multi-Digit Whole Number and Decimal Fraction Operations</p> <p>Note: The entire standard is embedded throughout these modules, including in fluency activities.</p>

Domain	Standards	Aligned Components of <i>Eureka Math</i>
	<p>5.NBT.A.3 Read, write, and compare decimals to thousandths.</p>	
	<p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p>	G5 M1: Place Value and Decimal Fractions
	<p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	G5 M1: Place Value and Decimal Fractions
	<p>5.NBT.A.4 Use place value understanding to round decimals to any place.</p>	G5 M1 Topic C: Place Value and Rounding Decimal Fractions
<p>Cluster B: Perform operations with multi-digit whole numbers and with decimals to hundredths.</p>		
	<p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p>	<p>G5 M2 Topic B: The Standard Algorithm for Multi-Digit Whole Number Multiplication</p> <p>G5 M2 Topic D: Measurement Word Problems with Whole Number and Decimal Multiplication</p>

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	<p>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, subtracting multiples of the divisor, and/or the relationship between multiplication and division. Illustrate and/or explain the calculation by using equations, rectangular arrays, area models, or other strategies based on place value.</p>	<p>G5 M2 Topic E: Mental Strategies for Multi-Digit Whole Number Division</p> <p>G5 M2 Topic F: Partial Quotients and Multi-Digit Whole Number Division</p> <p>G5 M2 Topic H: Measurement Word Problems with Multi-Digit Division</p>
	<p>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; justify the reasoning used with a written explanation.</p>	<p>G5 M1 Topic D: Adding and Subtracting Decimals</p> <p>G5 M1 Topic E: Multiplying Decimals</p> <p>G5 M1 Topic F: Dividing Decimals</p> <p>G5 M2: Multi-Digit Whole Number and Decimal Fraction Operations</p>
<p>Number and Operations—Fractions</p>	<p>Cluster A: Use equivalent fractions as a strategy to add and subtract fractions.</p>	
	<p>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. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p>	<p>G5 M3: Addition and Subtraction of Fractions</p>

Domain	Standards	Aligned Components of <i>Eureka Math</i>
	<p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions</p>	
	<p>a. 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.</p>	<p>G5 M3: Addition and Subtraction of Fractions</p> <p>Note: Word problems that directly engage students in this standard are common throughout the year. However, this standard is central to the work of Module 3.</p>
	<p>b. Use benchmark fractions and number sense of fractions to estimate mentally and justify the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p>	<p>G5 M3 Topic D: Further Applications</p>
	<p>Cluster B: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>	
	<p>5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). 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. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. <i>If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></i></p>	<p>G5 M4 Topic B: Fractions as Division</p>

Domain	Standards	Aligned Components of <i>Eureka Math</i>
	<p>5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>	
	<p>a. Interpret the product $(m/n) \times q$ as m parts of a partition of q into n equal parts; equivalently, as the result of a sequence of operations $m \times q \div n$. <i>For example, use a visual fraction model to show understanding, and create a story context for $(m/n) \times q$.</i></p>	<p>G5 M4 Topic C: Multiplication of a Whole Number by a Fraction G5 M4 Topic D: Fraction Expressions and Word Problems</p>
	<p>b. Construct a model to develop understanding of the concept of multiplying two fractions and create a story context for the equation. [In general, $(m/n) \times (c/d) = (mc)/(nd)$]</p>	<p>G5 M4 Topic E: Multiplication of a Fraction by a Fraction G5 M4 Topic F: Multiplication with Fractions and Decimals as Scaling and Word Problems</p>
	<p>c. 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.</p>	<p>G5 M5 Topic C: Area of Rectangular Figures with Fractional Side Lengths</p>
	<p>d. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>	<p>G5 M5 Topic C: Area of Rectangular Figures with Fractional Side Lengths</p>

Domain	Standards	Aligned Components of <i>Eureka Math</i>
	<p>5.NF.B.5 Interpret multiplication as scaling (resizing), by:</p>	
	<p>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.</p>	<p>G5 M4 Topic F: Multiplication with Fractions and Decimals as Scaling and Word Problems</p>
	<p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case).</p>	<p>G5 M4 Topic F: Multiplication with Fractions and Decimals as Scaling and Word Problems</p>
	<p>c. Explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the give number.</p>	<p>G5 M4 Topic F: Multiplication with Fractions and Decimals as Scaling and Word Problems</p>
	<p>d. Relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>	<p>G5 M4 Topic F: Multiplication with Fractions and Decimals as Scaling and Word Problems</p>
	<p>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.</p>	<p>G5 M4 Topic C: Multiplication of a Whole Number by a Fraction</p> <p>G5 M4 Topic D: Fraction Expressions and Word Problems</p> <p>G5 M4 Topic E: Multiplication of a Fraction by a Fraction</p> <p>G5 M4 Topic F: Multiplication with Fractions and Decimals as Scaling and Word Problems</p> <p>G5 M5 Topic C: Area of Rectangular Figures with Fractional Side Lengths</p>

Domain	Standards	Aligned Components of <i>Eureka Math</i>
	<p>5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p>	
	<p>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</p>	<p>G5 M4 Topic G: Division of Fractions and Decimal Fractions G5 M4 Topic H: Interpretation of Numerical Expressions</p>
	<p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</p>	<p>G5 M4 Topic G: Division of Fractions and Decimal Fractions G5 M4 Topic H: Interpretation of Numerical Expressions</p>
	<p>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., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?</i></p>	<p>G5 M4 Topic G: Division of Fractions and Decimal Fractions</p>

Domain**Standards****Aligned Components of *Eureka Math***

Domain	Standards	Aligned Components of <i>Eureka Math</i>
Measurement and Data	<p>Cluster A: Convert like measurement units within a given measurement system.</p> <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems. (e.g., convert 5 cm to 0.05 m; 9 ft to 108 in)</p>	<p>G5 M1 Lesson 4: Use exponents to denote powers of 10 with application to metric conversions.</p> <p>G5 M2 Topic D: Measurement Word Problems with Whole Number and Decimal Multiplication</p> <p>G5 M2 Topic H: Measurement Word Problems with Multi-Digit Division</p> <p>G5 M4 Lesson 9: Find a fraction of a measurement, and solve word problems.</p> <p>G5 M4 Lesson 19: Convert measures involving whole numbers, and solve multi-step word problems.</p> <p>G5 M4 Lesson 20: Convert mixed unit measurements, and solve multi-step word problems.</p> <p>G5 M4 Lesson 24: Solve word problems using fraction and decimal multiplication.</p> <p>G5 M4 Lesson 33: Create story contexts for numerical expressions and tape diagrams, and solve word problems.</p> <p>G5 M5 Topic B: Volume and Operations of Multiplication and Addition</p> <p>G5 M6 Topic E: Multi-Step Word Problems</p>

Domain	Standards	Aligned Components of <i>Eureka Math</i>
	Cluster B: Represent and interpret data.	
	5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>	G5 M4 Topic A: Line Plots of Fraction Measurements
	Cluster C: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	
	5.MD.C.3 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.	G5 M5 Topic A: Concepts of 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.	G5 M5 Topic A: Concepts of Volume
5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	G5 M5 Topic A: Concepts of Volume G5 M5 Topic B: Volume and Operations of Multiplication and Addition	

Domain	Standards	Aligned Components of <i>Eureka Math</i>
	<p>5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.</p>	
	<p>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, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p>	<p>G5 M5 Topic A: Concepts of Volume G5 M5 Topic B: Volume and Operations of Multiplication and Addition</p>
	<p>b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.</p>	<p>G5 M5 Topic B: Volume and Operations of Multiplication and Addition</p>
	<p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.</p>	<p>G5 M5 Topic B: Volume and Operations of Multiplication and Addition</p>

Domain	Standards	Aligned Components of <i>Eureka Math</i>
Geometry	<p>Cluster A: Graph points on the coordinate plane to solve real-world and mathematical problems.</p>	
	<p>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 in the ordered pair indicates how far to travel from the origin in the direction of one axis, and the second number in the ordered pair indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., <i>x</i>-axis and <i>x</i>-coordinate, <i>y</i>-axis and <i>y</i>-coordinate).</p>	G5 M6: Problem Solving with the Coordinate Plane
	<p>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.</p>	G5 M6: Problem Solving with the Coordinate Plane
	<p>Cluster B: Classify two-dimensional figures into categories based on their properties.</p>	
	<p>5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p>	G5 M5 Topic D: Drawing, Analysis, and Classification of Two-Dimensional Shapes
	<p>5.G.B.4 Classify quadrilaterals in a hierarchy based on properties. (Students will define a trapezoid as a quadrilateral with at least one pair of parallel sides.)</p>	G5 M5 Topic D: Drawing, Analysis, and Classification of Two-Dimensional Shapes