| New York State Next Generation Mathematics Learning Standards | | | | |
|---|---------------|---------------------------------------|--|--|
| | Grade 5 Cros | sswalk | | |
| Operations and Algebraic Thinking | | | | |
| Cluster | NYS P-12 CCLS | NYS Next Generation Learning Standard | | |
| Write and interpret numerical expressions. | | | | |

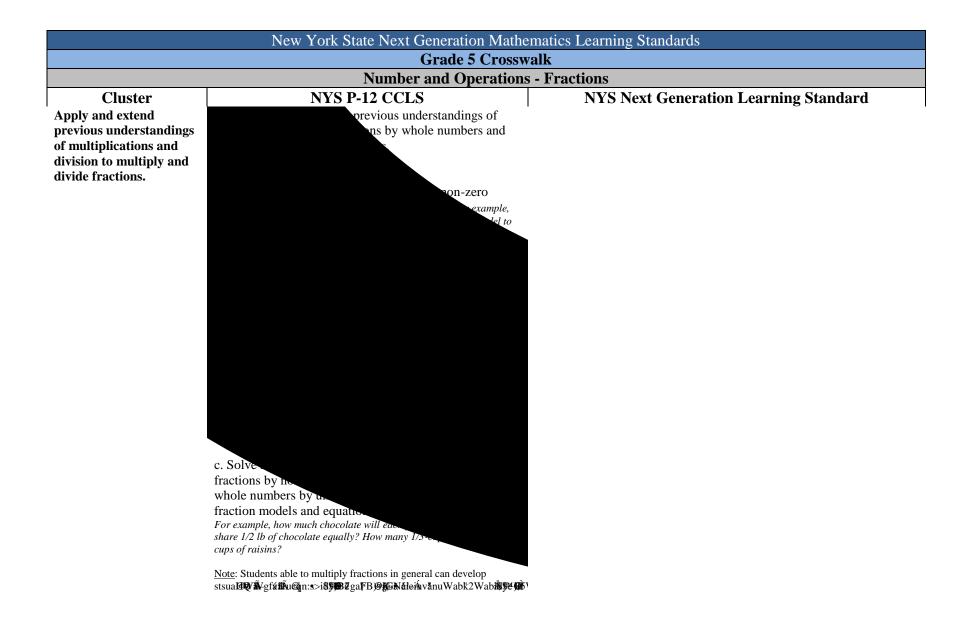
| Grade 5 Crosswalk | |
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| New York State Next Generation Mathematics Learning Standards | | |
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| Grade 5 Crosswalk | | |
| Number and Operations - Fractions | | |
| Cluster | NYS P-12 CCLS | NYS Next Generation Learning Standard |
| Apply and extend previous understandings of multiplications and | 5.NF.3 Interpret a fraction as division of the numerator by the denominator $(a/b = a \div b)$. Solve word probleb796fl 0 0 1 243.86449.98 | |
| division to multiply and divide fractions. | | |

| New York State Next Generation Mathematics Learning Standards | | | | |
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| Grade 5 Crosswalk Number and Operations - Fractions | | | | |
| Cluster Apply and extend previous understandings of multiplications and division to multiply and divide fractions. | NYS P-12 CCLS 5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as <i>a</i> parts of a partition of <i>q</i> into <i>b</i> equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.) | NYS Next Generation Learning Standard | | |
| | b Find the area of a rectangle with fractional side | | | |

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. Multiply fractional side lengths to find areas of rectangles, and represent fracti8 240.29 3598004 1358.27 r



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| New York State Next Generation Mathematics Learning Standards | | |
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| Grade 5 Crosswalk | | |
| Measurement and Data | | |
| Cluster | NYS P-12 CCLS | NYS Next Generation Learning Standard |
| Convert like measurement units within a given measurement system. | 5.MD.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 conversions in solving multi-step, real world problems. | NY-5.MD.1 Convert among different-sized standard measurement units within a given measurement system when the conversion factor is given. Use these conversions in solving multi |

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| New York State Next Generation Mathematics Learning Standards | | |
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| Grade 5 Crosswalk | | |
| Geometry | | |
| Cluster | | |