

New York State Next Generation Mathematics Learning Standards

Grade 5 Crosswalk

Operations and Algebraic Thinking

| Cluster | NYS P-12 CCLS | NYS Next Generation Learning Standard |
|--|---------------|---------------------------------------|
| Write and interpret numerical expressions. | | |

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Number and Operations - Fractions

| Cluster | NYS P-12 CCLS | NYS Next Generation Learning Standard |
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| <p>Apply and extend previous understandings of multiplications and division to multiply and divide fractions.</p> | <p>5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving multiplication and division of whole numbers leading to products and quotients less than 100. For example, interpret $4/5$ as the quotient $4 \div 5$ using a variety of representations.</p> | |

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Number and Operations - Fractions

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| <p>Apply and extend previous understandings of multiplications and division to multiply and divide fractions.</p> | <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>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, $(a/b) \times (c/d) = ac/bd$.)</i></p> <p>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</p> | |

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Number and Operations - Fractions

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| <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> | <p>...previous understandings of multiplication and division by whole numbers and fractions.</p> <p>...non-zero denominator. For example, $\frac{2}{3} \times \frac{4}{5} = \frac{8}{25}$ and $\frac{2}{3} \div \frac{4}{5} = \frac{2}{3} \times \frac{5}{4} = \frac{10}{12} = \frac{5}{6}$.</p> <p>c. Solve word problems involving multiplication of a fraction by a whole number. For example, if a box of raisins weighs $\frac{1}{2}$ lb and is shared equally among 3 people, how much raisins will each person get? How many $\frac{1}{3}$-cup servings are in $\frac{1}{2}$ cup of raisins?</p> <p><u>Note:</u> Students able to multiply fractions in general can develop a general rule for multiplying fractions.</p> | |

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Measurement and Data

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|---|---|---|
| <p>Convert like measurement units within a given measurement system.</p> | <p>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.</p> | <p>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</p> |

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Geometry

Cluster