**CISD 2013 Math 5th Grade Summary**

**Common Core Grade Level Big ideas:**

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| **Number sense – finalize fluency with addition, subtraction, multiplication and division with base 10 numerals** | **Place Values systems with fractions and decimals** |
| **Fluent addition and subtractions of fractions** | **Understand volume (base\*height)** |
| **Fluency with Decimal Operations** |  |
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**Math Recovery Levels**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Skills and Concepts** | **FNWS** | | **BNWS** | | **NID** | | **Structuring** | | **Addition and Subtraction** | | **Place Value** | | **Mult. and Division** | |
| **Average Beginning/End of year goal** | **5** | **5** | **5** | **5** | **4** | **5** | **3** | **5** | **3** | **5** | **3** | **5** | **3** | **5** |
| **Students struggle with at the beginning of the year** |  | |  | | Identify numbers beyond thousands (with zeros in different spots) | | Struggle with 5-wise and doubles | | Moving beyond counting on and counting down from. | | Don’t jump or split. Use standards algorithm | | Make equal groups, stress/skip count (Need visual markers) | |
| **Student can do at the at the end** |  | |  | | Fluency through 6 digit numerals | | Use all varieties fluently | | Non-counting mental math, choose efficient strategy | | Add and subtract 3 digit numbers with regrouping using multiple methods (split, jump, jump/split, compensation, …) | | Multiplication and division sees as inverse operations. Multiplicative thinking. Fluent 0-9 facts. | |