Grade 5 Mathematics Year At-A-Glance

Overview

How can we use mathematics to organize and make sense of our world? Fifth-grade students will be able to leverage their understanding of number relationships by organizing and reasoning mathematically through a variety of contextual problems using multiple representations to justify their thinking.

Quarter 1	**Unit 0: Building a Mathematical Community through the Data Cycle (about 9 days)**	**Unit 1: Addition, Subtraction, and Multiplication (about 16 days)**	**Unit 2: Characteristics of Number and Division (about 15 days)**	**Unit 3: Fraction and Decimal Number Sense (about 9 days)**

Quarter 2	**Complete Unit 3: Fraction and Decimal Number Sense (about 14 days)**	**Unit 4: Fraction Computation (about 28 days)**

Quarter 3	**Unit 5: Probability and Statistics (about 14 days)**	**Unit 6: Measurement (about 19 days)**	**Unit 7: Algebraic Thinking (about 9 days)**

Quarter 4	**Unit 8: Geometry (about 14 days)**	**SOL Review & Post SOL Reteaching (about 32 days)**

* On the state assessment, items measuring this objective are assessed without the use of a calculator.

Updated: Tuesday, July 29, 2025

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 1	Unit 0: Building a Mathematical Community through the Data Cycle	About 9 days	5.PS.1 The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on line plots (dot plots) and stem-and-leaf plots.
	Unit 1: Addition, Subtraction, and Multiplication	About 16 days	5.CE.1 The student will estimate, represent, solve, and justify solutions to single-step and multistep contextual problems using addition, subtraction, multiplication, and division with whole numbers **[focus on addition, subtraction, and multiplication]**. 5.CE.3 The student will estimate, represent, solve, and justify solutions to single-step and multistep problems, including those in context, using addition, subtraction, multiplication, and division with decimal numbers **[focus on addition, subtraction, and multiplication]**.
	Unit 2: Characteristics of Number and Division	About 15 days	5.NS.2 The student will demonstrate an understanding of prime and composite numbers, and determine the prime factorization of a whole number up to 100. 5.CE.1 The student will estimate, represent, solve, and justify solutions to single-step and multistep contextual problems using addition, subtraction, multiplication, and division with whole numbers [focus on division]. 5.CE.3 The student will estimate, represent, solve, and justify solutions to single-step and multistep problems, including those in context, using addition, subtraction, multiplication, and division with decimal numbers. **[focus on division].**
	Begin Unit 3: Fraction and Decimal Number Sense	About 9 days	5.NS.1 The student will use reasoning and justification to identify and represent equivalency between fractions (with denominators that are thirds, eighths, and factors of 100) and decimals; and compare and order sets of fractions (proper, improper, and/or mixed numbers having denominators of 12 or less) and decimals (through thousandths).*

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Quarter	Unit	Suggested Time	Standards of Learning
Quarter 2	Complete Unit 3: Fraction and Decimal Number Sense	About 14 days	5.NS.1 The student will use reasoning and justification to identify and represent equivalency between fractions (with denominators that are thirds, eighths, and factors of 100) and decimals; and compare and order sets of fractions (proper, improper, and/or mixed numbers having denominators of 12 or less) and decimals (through thousandths).
	Unit 4: Fraction Computation	About 28 days	5.CE.2 The student will estimate, represent, solve, and justify solutions to single-step and multistep problems, including those in context, using addition and subtraction of fractions with like and unlike denominators (with and without models), and solve single-step contextual problems involving multiplication of a whole number and a proper fraction, with models.

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Quarter	Unit	Suggested Time	Standards of Learning
Quarter 3	Unit 5: Probability and Statistics	About 14 days	5.PS.1 The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on line plots (dot plots) and stem-and-leaf plots. 5.PS.2 The student will solve contextual problems using measures of center and the range. 5.PS.3 The student will determine the probability of an outcome by constructing a model of a sample space and using the Fundamental (Basic) Counting Principle.
	Unit 6: Measurement	About 19 days	5.MG.1 The student will reason mathematically to solve problems, including those in context, that involve length, mass, and liquid volume using metric units. 5.MG.2 The student will use multiple representations to solve problems, including those in context, involving perimeter, area, and volume.
	Unit 7: Algebraic Thinking	About 9 days	5.CE.4 The student will simplify numerical expressions with whole numbers using the order of operations.* 5.PFA.1 The student will identify, describe, extend, and create increasing and decreasing patterns with whole numbers, fractions, and decimals, including those in context, using various representations. 5.PFA.2 The student will investigate and use variables in contextual problems.

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Quarter	Unit	Suggested Time	Standards of Learning
Quarter 4	Unit 8: Geometry	About 14 days	5.MG.3 The student will classify and measure angles and triangles, and solve problems, including those in context.
	SOL Review & Post SOL Reteaching	About 32 days	This guide provides critical resources and clear guidance to support teachers and support staff as they plan within their CLTs to prepare students for the Spring 2026 SOL Test administration. It offers detailed insights and resources that provide high-yield content and skill reviews, enabling teachers to tailor limited instructional time effectively. By addressing knowledge gaps and reinforcing key concepts we support our shared focus of meeting the Wildly Important Goals (WIGs) set forth as a part of our strategic plan.

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