

Wyoming Public Schools 5th Grade Math Essential Standards

Math Essential Standard	Student Friendly Language	Family Friendly Language
5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	I can use parentheses, brackets, and braces in math problems and solve them correctly.	Your child is learning to use parentheses (), brackets [], and braces { } in math expressions and solve them by working from the inside out.
5.GA.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 indicates how far to travel from the origin in the direction of one axis, and the second number 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., x-axis and x-coordinate, y-axis and y-coordinate).	I can use two number lines that cross to find and name points using coordinates.	Your child is learning to use two crossing number lines (the x-axis and y-axis) to locate points. The first number in the coordinate tells how far to move across, and the second tells how far to move up or down from the starting point (origin).
5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	I can find the volume of a shape using multiplication and addition, and solve real-life problems about volume.	Your child is learning that volume—the space inside a 3-D shape—can be found by multiplying length $\times$ width $\times$ height or by adding volumes of smaller parts. They use these strategies to solve real-world and math problems involving volume.
5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	I can explain how multiplying or dividing by 10, 100, or 1,000 changes a number's zeros or moves its decimal point.	Your child is learning to see patterns when multiplying or dividing by powers of 10.

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5.NBT.A.3 Read, write, and compare decimals to thousandths.	I can read, write, and compare decimals to the thousandths place.	Your child is learning to read, write, and compare decimals up to the thousandths place (three digits after the decimal point).
5.NBT.A.4 Use place value understanding to round decimals to any place.	I can round decimals to any place using what I know about place value.	Your child is learning to round decimals to any place value by looking at the digit to the right and deciding whether to round up or keep the number the same.
5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	I can quickly and correctly multiply large numbers using the standard method.	Your child is learning to multiply multi-digit whole numbers accurately and efficiently using the standard step-by-step method taught in school.
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, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	I can divide numbers up to four digits by two-digit numbers and explain my work with equations, arrays, or area models.	Your child is learning to divide whole numbers up to four digits by two-digit numbers using place value, multiplication and division facts, and number properties. They show and explain their thinking with equations, arrays, or area models.
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; relate the strategy to a written method and explain the reasoning used.	I can add, subtract, multiply, and divide decimals to the hundredths place and explain how I solved the problem.	Your child is learning to add, subtract, multiply, and divide decimals to the hundredths using place value understanding, math properties, and models or drawings. They connect their strategies to written methods and explain their reasoning.
5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	I can multiply a fraction by a whole number or another fraction.	Your child is learning to multiply fractions by whole numbers and by other fractions. This extends what they already know about multiplication to work with fractions in real-world and math problems.
5.NF.B.5.A Interpret multiplication	I can explain how multiplying	Your child is learning to see

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as scaling (resizing), by 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; and SEE 5.NF.B.5.B.	changes a number's size by comparing the product to one factor based on the other factor's size.	multiplication as scaling, or resizing. They compare the product to one factor by looking at the size of the other factor—without solving the multiplication—to decide if the answer will be greater, smaller, or the same.
5.NF.B.5.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); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	I can explain why multiplying by a fraction bigger than 1 makes a number larger, and multiplying by a fraction smaller than 1 makes it smaller.	Your child is learning that multiplying by a fraction greater than 1 increases the number, while multiplying by a fraction less than 1 decreases it. They also connect this to the idea that multiplying a fraction by 1 doesn't change its value.