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.				

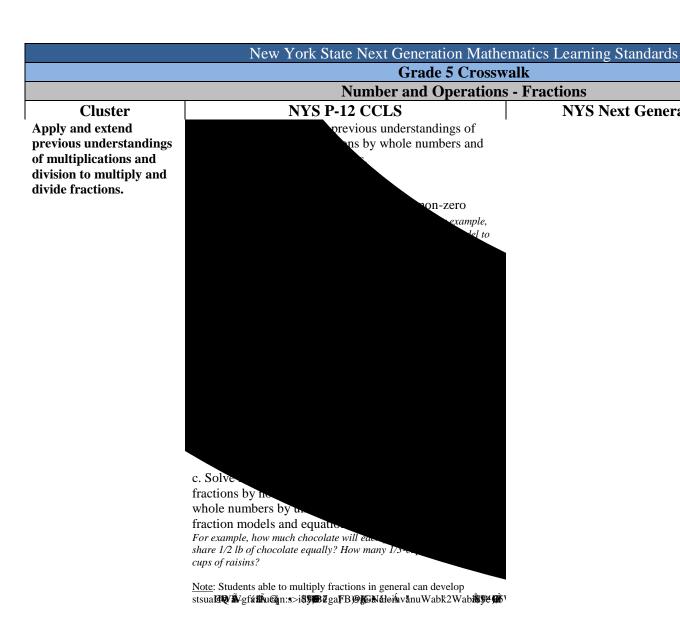
New York State Next Generation Mathematics Learning Standards Grade 5 Crosswalk

New York State Next Generation Mathematics Learning Standards			
Grade 5 Crosswalk			
Number and Operations - Fractions			
Cluster	NYS P-12 CCLS	NYS Next Generation Learning Standard	
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)	NY-5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. e.g., \(-+- = -+- = - \) \(-+- = -+- = - \)	

5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.

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Number and Operations - Fractions				
Cluster	NYS P-12 CCLS	NYS Next Generation Learning Standard		
Apply and extend previous understandings of multiplications and division to multiply and divide fractions.	5.NF.3 Interpret a fraction as division of the numerator by the denominator $(a/b = a \div b)$. Solve word probleb79 d 0 0 1 243.8 d 49.98			

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	Number and Operations - Fractions				
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Apply and extend previous understandings of multiplications and division to multiply and	5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.				
divide fractions.	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 $a \times q \div b$. 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, $(a/b) \times (c/d) = ac/bd$.)				
	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				



NYS Next Generation Learning Standard

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Measurement and Data			
Cluster	NYS P-12 CCLS	NYS Next Generation Learning Standard	
Convert like measurement units	5.MD.1 Convert among different-sized standard measurement units within a given measurement system	NY-5.MD.1 Convert among different-sized standard measurement units within a given measurement system when the conversion factor	
within a given	(e.g., convert 5 cm to 0.05 m), and use these conversions	is given. Use these conversions in solving multi	
measurement system.	in solving multi-step, real world problems.		

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Geometry

Cluster