

Connecticut Mathematics Model Curricula Alignment

Resource Name: Fishtank Plus Math

Alignment Grade 5

Model Unit Name	Model Unit Standards	Resource Unit(s) Number	Resources Lessons	Pacing
<i>This is the title of the unit in the model curricula</i>	<i>These are the standards addressed in the unit</i>	<i>This is the unit(s) that aligns with the model unit from the resource</i>	<i>These are the lessons from the identified units that align to the standards within the model unit</i>	<i>This is the expected number of days for instruction</i>
Area/Coordinate Grid	5.G.A.1, 5.G.A.2	Unit 7	5.G.A.1: U7 L1-9 5.G.A.2: U7 L5-9	8 days + 1-2 flex days + assessment
Whole Number Multiplication/Volume	5.NBT.B.5, 5.MD.C.3, 5.MD.C.4, 5.MD.C.5	Unit 2 Unit 3	5.NBT.B.5: U2 L4-10, 20 5.MD.C.3: U3 L1 5.MD.C.4: U3 L1, 2, 6 5.MD.C.5: U3 L3-10	17 days + 2-3 flex days + assessment
Whole Number Division and Fractions as Division	5.NBT.6, 5.NF.B.3	Unit 2 Unit 5	5.NBT.B.6: U2 L11-20 5.NF.B.3: U5 L1-3, 22, 23	12 days + 1-2 flex days + assessment
Add and Subtract Fractions/Line Plots	5.NF.A.1, 5.NF.A.2, 5.MD.B.2	Unit 4 Unit 5	5.NF.A.1: U4 L1-9, 11 5.NF.A.2: U4 L4-10, 12	14 days + 2-3 flex days + assessment

			5.MD.B.2: U5 L24, 25	
Understanding the Place Value System and Add and Subtract Decimals	5.NBT.A.1, 5.NBT.A.2, 5.NBT.A.3, 5.NBT.A.4, 5.NBT.B.7	Unit 1 Unit 4	5.NBT.A.1: U1 L1, 3, 5, 7-9 5.NBT.A.2: U1 L1-9 5.NBT.A.3: U1 L10, 11 5.NBT.A.4: U1 L12, 13 5.NBT.B.7: (3) U4 L13-15	16 days + 2-3 flex days + assessment
Making Sense of Multiplication of Fractions	5.NF.B.4, 5.NF.B.5, 5.NF.B.6	Unit 5	5.NF.B.4: U5 L4-17, 23 5.NF.B.5: U5 L6, 8-11, 13-16, 18, 23 5.NF.B.6: U5 L4, 5, 7-17, 22, 23	16 days + 2-3 flex days + assessment
Understanding Division of a Unit Fraction and a Whole Number	5.NF.B.7	Unit 5	5.NF.B.7: U5 L19-23	4 days + 1-2 flex days + assessment
Multiply and Divide Decimals/Metric Conversions	5.NBT.B.7, 5.MD.A.1	Unit 6	5.NBT.B.7: U6 L1-19 5.MD.A.1: U6 L20-24	22 days + 2-4 flex days + assessment
2-Dimensional Geometry	5.G.B.3, 5.G.B.4	Unit 3	5.G.B.3: U3 L11-16 5.G.B.4: U3 L11-16	6 days + 1-2 flex days + assessment

Algebraic Connections: (Order of Operations, Expressions, Patterns, Coordinate Plane)	5.OA.A.1, 5.OA.A.2, 5.OA.B.3, 5.G.A.1, 5.G.A.2	Unit 2 Unit 5 Unit 6 Unit 7	5.OA.A.1: U2 L1-3, 20 U5 L23 U6 L19 5.OA.A.2: U2 L2, 3, 20 U5 L7, 12, 18, 21, 23 U6 L18, 19 5.OA.B.3: U7 L11, 12 5.G.A.1: U7 L8-9 5.G.A.2: U7 L8-11	15 days + 1-2 flex days + assessment
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Scope and Sequence

If a district uses this resource to implement the state model curriculum for grade 5, the following scope and sequence should be followed to ensure alignment and attention to the progressions of mathematics.

In addition to the daily lessons contained in the unit outlined below, Fishtank Math also includes daily word problems, which help students strengthen their application skills on a variety of word problem types (including multi-step problems), and daily fluency activities, which engage students in practicing and strengthening their procedural skills and fluency.

Order	Unit Number/Title and Lessons	Lesson Objectives	# of days (assume 1 hour of instruction)	Number of weeks
1	Unit 1: Place Value with Decimals	Topic A: Place Value with Whole Numbers Topic B: Place Value with Decimals Topic C: Reading, Writing, Comparing, and Rounding Decimals	13 Lessons + 3 flex days = 16 total days	3 weeks
2	Unit 2: Multiplication and Division of Whole Numbers	Topic A: Writing and Interpreting Numerical Expressions	20 Lessons + 3 flex days = 23 total days	5 weeks

		Topic B: Multi-Digit Whole Number Multiplication Topic C: Multi-Digit Whole Number Division		
3	Unit 3: Shapes and Volume	Topic A: Volume of Three-Dimensional Figures Topic B: Classification of Two-Dimensional Shapes	16 Lessons + 2 flex days = 18 total days	4 weeks
4	Unit 4: Addition and Subtraction of Fractions/Decimals	Topic A: Addition and Subtraction of Fractions Topic B: Addition and Subtraction of Decimals	15 Lessons + 3 flex days = 18 total days	4 weeks
5	Unit 5: Multiplication and Division of Fractions	Topic A: Fractions as Division Topic B: Multiplying a Fraction by a Whole Number Topic C: Multiplying a Fraction by a Fraction Topic D: Multiplying with Mixed Numbers Topic E: Dividing with Fractions Topic F: Fraction Expressions and Real-World Problems Topic G: Line Plots	25 Lessons + 3 flex days = 28 total days	6 weeks
6	Unit 6: Multiplication and Division of Decimals	Topic A: Multiplying Decimals Topic B: Dividing Decimals Topic C: Decimal Expressions and Real-World Problems Topic D: Measurement Conversion and Real-World Problems	24 Lessons + 3 flex days = 27 total days	5 weeks
7	Unit 7: Patterns and the Coordinate Plane	Topic A: Introduction to the Coordinate Plane Topic B: Drawing Figures and Shapes in the Coordinate Plane Topic C: Real-World Problems and Patterns on the Coordinate Plane	12 Lessons + 2 flex days = 14 total days	3 weeks

Supports of Diversity, Equity and Inclusion

Please provide any information relative to supporting culturally responsive instruction, multi-language learners, and students with disabilities

We believe that all students deserve access to high-quality curriculum and that students should not need to prove they can do rigorous, grade-level math in order to gain access to it. We see these beliefs as key components of supporting anti-racist school practice, and we share our curriculum as a trusted resource for educators in this work. As a curriculum team, we are continually listening, learning, and iterating on our curriculum and resources to get this work right. We strive to help all students see themselves as confident and competent mathematicians who are able to apply their math knowledge both in and out of the classroom as global citizens.

Our problems are written to reflect a wide range of identities and real-life contexts. The contexts and quantities used within problems do not suggest certain levels of wealth or access to opportunities. At times, common contexts that are accessible to most, such as school, nature, daily activities, temperature, or sports, are used. Other problems offer opportunities to connect to specific cultures and provide windows and mirrors for students. We aim to use engaging contexts that are interesting to students and connect to the real world. Gender is also balanced to avoid negative stereotypes around gender assignments, such as boys playing sports and girls baking. Situations that imply a binary gender are also avoided, such as a problem asking for a total number of people when given the number of girls and the number of boys. Gender neutral names and pronouns are present in the curriculum as well.

To support teachers in implementing the curriculum, we have many tools available in our Math Teacher Tools section. Here, teachers find in-depth resources available for topics such as Preparing to Teach Fishtank Math, Academic Discourse, Assessments, and Procedural Skill and Fluency. Two specific resources, Supporting English Learners and Special Populations, include protocols and strategies for teachers to use in their classrooms with students who are either learning English or who have a learning disability.