



Mathematics Grade 5 Number (N)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<b>N5.1</b> <b>I can represent, compare and describe whole numbers to 1 000 000.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>read OR write</b> numbers up to 1 000 000.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>read OR write</b> numbers up to 1 000 000.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>read AND write</b> numbers up to 1 000 000.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>read OR write</b> numbers <b>beyond</b> 1 000 000.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>represent</b> numbers up to 1 000 000 concretely, pictorially, <b>OR</b> symbolically.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> numbers up to 1 000 000 concretely, pictorially, <b>OR</b> symbolically.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> numbers up to 1 000 000 concretely, pictorially, <b>AND</b> symbolically.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> numbers <b>beyond</b> 1 000 000 concretely, pictorially, <b>OR</b> symbolically.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>describe a few</b> representations of quantities using place value patterns <b>OR</b> the base ten system.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe some</b> representations of quantities using place value patterns <b>OR</b> the base ten system.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe many</b> representations of quantities using place value patterns <b>AND</b> the base ten system.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain</b> how a <b>wide variety</b> of numbers have been represented <b>AND</b> provide reasons for why errors in speech or writing might occur.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>solve</b> some problems involving the quantity of whole numbers to 1 000 000.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>solve some</b> problems involving the quantity of whole numbers to 1 000 000.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>pose and solve</b> problems that compare the quantity of whole numbers to 1 000 000.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>pose and solve</b> problems that compare the quantity of whole numbers <b>beyond</b> 1 000 000.</li> </ul>
	<ul style="list-style-type: none"> <li>• I can <b>identify</b> examples of whole numbers to 1 000 000.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> examples of whole numbers to 1 000 000 using greater than, less than, and equal to.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare and order</b> examples of whole numbers to 1 000 000.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare and order</b> whole numbers <b>beyond</b> 1 000 000.</li> </ul>
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<b>N5.2</b> <b>I can develop strategies for multiplication.</b> <b>I can multiply whole numbers.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify a few</b> mental math strategies for determining multiplication facts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify and apply a few</b> mental math strategies for determining multiplication facts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe and apply many</b> mental math strategies for determining multiplication <b>facts to 81</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain and apply a wide variety</b> of mental math strategies for determining multiplication facts to <b>81 or beyond</b>.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify</b> strategies for multiplying two whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify</b> strategies for multiplying two whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>apply</b> strategies for multiplying two whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> strategies for multiplying two whole numbers.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify</b> the distributive property.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>give an example of</b> the distributive property.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain</b> the use of the distributive property to determine a product of factors that are close to multiples of 10.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain</b> the use of the distributive property to determine a product of <b>a wide variety</b> of factors.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>model</b> multiplying 2-digit factors concretely or pictorially.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>model</b> multiplying 2-digit factors concretely or pictorially.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>model</b> multiplying 2-digit factors concretely or pictorially <b>AND record</b> the process symbolically.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>model</b> multiplying <b>more than</b> 2-digit factors concretely or pictorially <b>AND record</b> the process symbolically.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify</b> concretely, pictorially <b>AND</b> symbolically the distributive property using expanded notation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>illustrate</b> concretely, pictorially <b>OR</b> symbolically the distributive property <b>using expanded notation</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>illustrate</b> concretely, pictorially, <b>AND</b> symbolically the distributive property using expanded notation <b>AND</b> partial products.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>illustrate</b> concretely, pictorially, <b>AND</b> symbolically the distributive property using expanded notation <b>AND</b> partial products, and <b>explain my reasoning</b>.</li> </ul>



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<b>N5.3</b> <b>I can divide a 3-digit whole number by a 1-digit whole number and know what to do with a remainder.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>model</b> the division process as equal sharing or equal grouping.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>model</b> the division process as equal sharing or equal grouping.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>model</b> the division process as equal sharing or equal grouping <b>AND record</b> the process symbolically.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>create and explain</b> my own representation of the division process concretely, pictorially, <b>AND</b> symbolically.</li> </ul>
	<ul style="list-style-type: none"> <li>• With help, I can divide a 3-digit whole number by a one-digit whole number, and know what to do with a remainder.</li> </ul>	<ul style="list-style-type: none"> <li>• I can divide a 3-digit whole number by a one-digit whole number, <b>and</b> I <b>sometimes</b> know what to do with a remainder.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I can divide a 3-digit whole number by a one-digit whole number, and I know what to do with a remainder.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>I can divide a 3-digit whole number by a one-digit whole number, and I know what to do with a remainder, and explain the process.</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify</b> concrete, pictorial <b>OR</b> symbolic strategies for dividing 3-digit whole numbers by 1-digit whole numbers in problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>apply</b> concrete, pictorial <b>OR</b> symbolic strategies for dividing 3-digit whole numbers by 1-digit whole numbers in problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>apply</b> concrete, pictorial <b>AND</b> symbolic strategies for dividing 3-digit whole numbers by 1-digit whole numbers in problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>apply</b> concrete, pictorial <b>OR</b> symbolic strategies for dividing <b>beyond 3-digit</b> whole numbers by <b>more than 1-digit</b> whole numbers in problem solving.</li> </ul>
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<b>N5.4</b>  <b>I can use strategies to estimate, including</b> <ul style="list-style-type: none"> <li>front-end rounding</li> <li>compensation</li> <li>compatible numbers.</li> </ul>	<ul style="list-style-type: none"> <li><b>With help</b>, I can identify a strategy used to estimate.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>use a few</b> strategies used to estimate.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>use many strategies to estimate the results</b> of whole-number computations.</li> </ul>	<ul style="list-style-type: none"> <li>I can select <b>strategies to estimate the results</b> of whole-number computations according to a specific context.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can describe compatible numbers, compensation <b>OR</b> front-end rounding.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> compatible numbers, compensation <b>OR</b> front-end rounding.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> compatible numbers, compensation, <b>AND</b> front-end rounding.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>make comparisons between</b> compatible numbers, compensation and front-end rounding as estimation strategies.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can <b>identify</b> the estimation strategies of compatible numbers, compensation <b>OR</b> front-end rounding.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> the estimation strategies of compatible numbers, compensation <b>OR</b> front-end rounding.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>apply</b> compatible numbers, compensation, <b>AND</b> front-end rounding to estimation <b>AND explain</b> my choice.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>critique</b> the effectiveness of using compatible numbers, compensation, <b>AND</b> front-end rounding in estimating in different situations.</li> </ul>
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<b>N5.5</b> <b>I can use manipulatives and pictures to show equivalent fractions and to compare fractions.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify</b> equivalent fractions in concrete, pictorial, <b>AND</b> physical models.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify</b> equivalent fractions in concrete, pictorial, <b>AND</b> physical models.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>create</b> concrete, pictorial, <b>OR</b> physical models of equivalent fractions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>create</b> concrete, pictorial <b>AND</b> physical models of equivalent <b>OR</b> nonequivalent fractions.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify</b> two equivalent fractions using concrete materials, pictorial representations <b>OR</b> symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>verify</b> whether two fractions are equivalent using concrete materials, pictorial representations, <b>OR</b> symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> two equivalent fractions using concrete materials, pictorial representations <b>AND</b> symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>create and verify</b> equivalent fractions using concrete materials, pictorial representations, <b>AND</b> symbols.</li> </ul>
	<ul style="list-style-type: none"> <li>• I can <b>compare</b> a set of fractions with like denominators.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> a set of fractions with like <b>AND</b> unlike denominators.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> a set of fractions with like <b>AND</b> unlike denominators <b>AND</b> order these fractions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>create</b> a set of fractions with like and unlike denominators <b>AND</b> order these fractions.</li> </ul>
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<b>N5.6</b> <b>I can represent decimals in different ways. I can recognize that fractions and decimals can represent the same amount. I can use benchmarks to help me order decimals.</b>	<ul style="list-style-type: none"> <li>I can <b>represent</b> a decimal to the <b>hundredths</b> concretely or pictorially.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>represent</b> a decimal to the <b>thousandths</b> concretely or pictorially.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>represent</b> a decimal to the <b>thousandths</b> concretely <b>OR</b> pictorially <b>AND</b> tell a story about it.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>represent</b> a whole number with a decimal to the thousandths concretely <b>OR</b> pictorially <b>AND</b> tell a story about it.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can <b>predict whether a decimal and a fraction will be equal.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>predict whether a decimal and a fraction will be equal.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>predict</b> the relationship of equality of decimal and fractional forms <b>AND verify</b> this concretely, pictorially, <b>OR</b> logically.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>create</b> examples of equal decimals and fractions concretely <b>AND</b> pictorially.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can <b>describe</b> how to write fractions as decimals <b>OR</b> decimals as fractions with a denominator of 10, 100, or 1000.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> how to write fractions as decimals <b>OR</b> decimals as fractions with a denominator of 10, 100, or 1000.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> how to write fractions as decimals <b>AND</b> decimals as fractions with a denominator of 10, 100, or 1000.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> the processes of writing fractions as decimals and decimals as fractions with a denominator of 10, 100, or 1000.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can <b>use benchmarks to order</b> a given set of decimals.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>use benchmarks to order</b> a given set of decimals.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>select and use benchmarks to order</b> a given set of decimals.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>select and explain benchmarks to create</b> an ordered set of decimals.</li> </ul>



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<b>N5.7</b> <b>I can add and subtract decimal numbers to thousandths.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>explain</b> concrete <b>OR</b> pictorial models to represent how to determine the sum <b>OR</b> difference of two decimal numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> concrete <b>OR</b> pictorial models to represent how to determine the sum or difference <b>OR</b> two decimal numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>create</b> concrete <b>OR</b> pictorial models to represent how to determine the sum <b>AND</b> difference of two decimal numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>create</b> concrete <b>AND</b> pictorial models to represent the determination of the sum <b>AND</b> difference of two decimal numbers.</li> </ul>
	<ul style="list-style-type: none"> <li>• I can <b>add OR subtract decimal numbers to hundredths.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>add OR subtract decimal numbers to thousandths.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>add AND subtract decimal numbers to thousandths.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>add AND subtract decimal numbers beyond thousandths.</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>describe how to use</b> place value to calculate sums and differences of decimals.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe how to use</b> place value to calculate sums and differences of decimals.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain</b> how understanding place value is necessary in calculating sums and differences of decimals.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> how place value works in calculating sums and differences of decimals <b>AND</b> whole numbers.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>describe</b> a strategy for determining the sums and differences of decimals.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe</b> a strategy for determining the sums and differences of decimals.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>demonstrate</b> my strategy for estimating sums and differences of decimals.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> strategies for estimating sums and differences of decimals.</li> </ul>
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