EUREKA MATH™

GREAT MINDS

ABOUT *EUREKA MATH*

Created by the nonprofit Great Minds, *Eureka Math* helps teachers deliver unparalleled math instruction that provides students with a deep understanding and fluency in math. Crafted by teachers and math scholars, the curriculum carefully sequences the mathematical progressions to maximize coherence from Prekindergarten through Precalculus—a principle tested and proven to be essential in students' mastery of math.

Teachers and students using *Eureka Math* find the trademark "Aha!" moments in *Eureka Math* to be a source of joy and inspiration, lesson after lesson, year after year.

ALIGNED

Eureka Math is the only curriculum found by EdReports.org to align fully with the Common Core State Standards for Mathematics for all grades, Kindergarten through Grade 8. Great Minds offers detailed analyses which demonstrate how each grade of *Eureka Math* aligns with specific state standards. Access these free alignment studies at greatminds.org/state-studies.

DATA

Schools and districts nationwide are experiencing student growth and impressive test scores after using *Eureka Math*. See their stories and data at greatminds.org/data.

FULL SUITE OF RESOURCES

As a nonprofit, Great Minds offers the *Eureka Math* curriculum as PDF downloads for free, noncommercial use. Access the free PDFs at greatminds.org/math/curriculum.

The teacher–writers who created the curriculum have also developed essential resources, available only from Great Minds, including the following:

- Printed material in English and Spanish
- Digital resources
- Professional development
- Classroom tools and manipulatives
- Teacher support materials
- Parent resources

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GRADE 5 MATHEMATICS

The majority of the Grade 5 Arizona Mathematics Standards are fully covered by the Grade 5 *Eureka Math* curriculum. The primary areas where the Grade 5 Arizona Mathematics Standards and *Eureka Math* do not align are in the domains of Operations and Algebraic Thinking and Number and Operations—Fractions. Standards from these domains will require the use of *Eureka Math* content from another grade level or supplemental materials. A detailed analysis of alignment is provided in the table below. With strategic placement of supplemental materials, *Eureka Math* can ensure students are successful in achieving the proficiencies of the Arizona Mathematics Standards while still benefiting from the coherence and rigor of *Eureka Math*.

INDICATORS

Green indicates that the Arizona standard is fully addressed in *Eureka Math*.

Yellow indicates that the Arizona standard may not be completely addressed in *Eureka Math*.

Red indicates that the Arizona standard is not addressed in *Eureka Math*.

Blue indicates there is a discrepancy between the grade level at which this standard is addressed in the Arizona standards and in *Eureka Math*.

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Standards for Mathematical Practice	Aligned Components of *Eureka Math*
1: Make sense of problems and persevere in solving them. Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, "Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution is reasonable and accurate. Mathematically proficient students check their solutions to problems using different methods, approaches, or representations. They also compare and understand different representations of problems and different solution pathways, both their own and those of others.	Lessons in every module engage students in making sense of problems and persevering in solving them as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 1, which is specifically addressed in the following modules: G5 M2: Multi-Digit Whole Number and Decimal Fraction Operations G5 M3: Addition and Subtraction of Fractions G5 M5: Addition and Multiplication with Volume and Area G5 M6: Problem Solving with the Coordinate Plane
2: Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. Students can contextualize and decontextualize problems involving quantitative relationships. They contextualize quantities, operations, and expressions by describing a corresponding situation. They decontextualize a situation by representing it symbolically. As they manipulate the symbols, they can pause as needed to access the meaning of the numbers, the units, and the operations that the symbols represent. Mathematically proficient students know and flexibly use different properties of operations, numbers, and geometric objects and when appropriate they interpret their solution in terms of the context.	Lessons in every module engage students in reasoning abstractly and quantitatively as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 2, which is specifically addressed in the following modules: G5 M2: Multi-Digit Whole Number and Decimal Fraction Operations G5 M4: Multiplication and Division of Fractions and Decimal Fractions G5 M5: Addition and Multiplication with Volume and Area G5 M6: Problem Solving with the Coordinate Plane

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3: Construct viable arguments and critique the reasoning of others. Mathematically proficient students construct mathematical arguments (explain the reasoning underlying a strategy, solution, or conjecture) using concrete, pictorial, or symbolic referents. Arguments may also rely on definitions, assumptions, previously established results, properties, or structures. Mathematically proficient students make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. Mathematically proficient students present their arguments in the form of representations, actions on those representations, and explanations in words (oral or written). Students critique others by affirming or questioning the reasoning of others. They can listen to or read the reasoning of others, decide whether it makes sense, ask questions to clarify or improve the reasoning, and validate or build on it. Mathematically proficient students can communicate their arguments, compare them to others, and reconsider their own arguments in response to the critiques of others.	Lessons in every module engage students in constructing viable arguments and critiquing the reasoning of others as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 3, which is specifically addressed in the following modules: G5 M3: Addition and Subtraction of Fractions G5 M4: Multiplication and Division of Fractions and Decimal Fractions G5 M5: Addition and Multiplication with Volume and Area G5 M6: Problem Solving with the Coordinate Plane

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4: Model with mathematics. Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. When given a problem in a contextual situation, they identify the mathematical elements of a situation and create a mathematical model that represents those mathematical elements and the relationships among them. Mathematically proficient students use their model to analyze the relationships and draw conclusions. They interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	Lessons in every module engage students in modeling with mathematics as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 4, which is specifically addressed in the following modules: G5 M4: Multiplication and Division of Fractions and Decimal Fractions G5 M5: Addition and Multiplication with Volume and Area
5: Use appropriate tools strategically. Mathematically proficient students consider available tools when solving a mathematical problem. They choose tools that are relevant and useful to the problem at hand. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful; recognizing both the insight to be gained and their limitations. Students deepen their understanding of mathematical concepts when using tools to visualize, explore, compare, communicate, make and test predictions, and understand the thinking of others.	Lessons in every module engage students in using appropriate tools strategically as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 5, which is specifically addressed in the following modules: G5 M3: Addition and Subtraction of Fractions G5 M4: Multiplication and Division of Fractions and Decimal Fractions

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6: Attend to precision. Mathematically proficient students clearly communicate to others using appropriate mathematical terminology, and craft explanations to convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations. Mathematically proficient students understand meanings of symbols used in mathematics, calculate accurately and efficiently, label quantities appropriately, and record their work clearly and concisely.	Lessons in every module engage students in attending to precision as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 6, which is specifically addressed in the following modules: G5 M1: Place Value and Decimal Fractions G5 M5: Addition and Multiplication with Volume and Area G5 M6: Problem Solving with the Coordinate Plane
7: Look for and make use of structure. Mathematically proficient students use structure and patterns to assist in making connections among mathematical ideas or concepts when making sense of mathematics. Students recognize and apply general mathematical rules to complex situations. They are able to compose and decompose mathematical ideas and notations into familiar relationships. Mathematically proficient students manage their own progress, stepping back for an overview and shifting perspective when needed.	Lessons in every module engage students in looking for and making use of structure as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 7, which is specifically addressed in the following modules: G5 M1: Place Value and Decimal Fractions G5 M2: Multi-Digit Whole Number and Decimal Fraction Operations G5 M3: Addition and Subtraction of Fractions G5 M4: Multiplication and Division of Fractions and Decimal Fractions G5 M5: Addition and Multiplication with Volume and Area G5 M6: Problem Solving with the Coordinate Plane

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Standards for Mathematical Practice	Aligned Components of *Eureka Math*
8: Look for and express regularity in repeated reasoning. Mathematically proficient students look for and describe regularities as they solve multiple related problems. They formulate conjectures about what they notice and communicate observations with precision. While solving problems, students maintain oversight of the process and continually evaluate the reasonableness of their results. This informs and strengthens their understanding of the structure of mathematics which leads to fluency.	Lessons in every module engage students in looking for and expressing regularity in repeated reasoning as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 8, which is specifically addressed in the following modules: G5 M1: Place Value and Decimal Fractions G5 M2: Multi-Digit Whole Number and Decimal Fraction Operations G5 M3: Addition and Subtraction of Fractions

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Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
Operations and Algebraic Thinking	**Cluster: Write and interpret numerical expressions.**	
	5.OA.A.1 Use parentheses and brackets in numerical expressions, and evaluate expressions with these symbols (Order of Operations).	G5 M2 Lesson 3: Write and interpret numerical expressions, and compare expressions using a visual model. G5 M2 Lesson 4: Convert numerical expressions into unit form as a mental strategy for multi-digit multiplication. G5 M4 Lesson 10: Compare and evaluate expressions with parentheses. G5 M4 Topic H: Interpretation of Numerical Expressions
	5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them (e.g., express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7). Recognize that 3 x (18,932 + 921) is three times as large as 18,932 + 921, without having to calculate the indicated sum or product).	G5 M2 Lesson 3: Write and interpret numerical expressions, and compare expressions using a visual model. G5 M2 Lesson 4: Convert numerical expressions into unit form as a mental strategy for multi-digit multiplication. G5 M4 Lesson 10: Compare and evaluate expressions with parentheses. G5 M4 Topic H: Interpretation of Numerical Expressions G5 M6 Topic B: Patterns in the Coordinate Plane and Graphing Number Patterns from Rules

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Domain	Standards for Mathematical Content		Aligned Components of *Eureka Math*
	Cluster: Analyze patterns and relationships.		
	5.OA.B.3 Generate two numerical patterns using two given rules (e.g., generate terms in the resulting sequences). Identify and explain the apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane (e.g., given the rule "add 3" and the starting number 0, and given the rule "add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence).		G5 M6 Topic B: Patterns in the Coordinate Plane and Graphing Number Patterns from Rules G5 M6 Lesson 18: Draw symmetric figures on the coordinate plane.
	5.OA.B.4 Understand primes have only two factors and decompose numbers into prime factors.		G4 M3 Lesson 25: Explore properties of prime and composite numbers to 100 by using multiples. Note: Supplemental material is necessary to decompose numbers into prime factors.

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Number and Operations in Base Ten	**Cluster: Understand the place value system.**		
	5.NBT.A.1 Apply concepts of place value, multiplication, and division to understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		G5 M1 Topic A: Multiplicative Patterns on the Place Value Chart G5 M2 Topic A: Mental Strategies for Multi-Digit Whole Number Multiplication G5 M2 Lesson 16: Use *divide by 10* patterns for multi-digit whole number division.
	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.		G5 M1 Topic A: Multiplicative Patterns on the Place Value Chart G5 M1 Topic E: Multiplying Decimals G5 M2 Topic A: Mental Strategies for Multi-Digit Whole Number Multiplication G5 M2 Lesson 16: Use *divide by 10* patterns for multi-digit whole number division. G5 M2 Lesson 24: Divide decimal dividends by multiples of 10, reasoning about the placement of the decimal point and making connections to a written method.
	5.NBT.A.3 Read, write, and compare decimals to thousandths.		
	a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.		G5 M1: Place Value and Decimal Fractions

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	b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	G5 M1 Lesson 6: Compare decimal fractions to the thousandths using like units, and express comparisons with >, <, =.
	5.NBT.A.4 Use place value understanding to round decimals to any place.	G5 M1 Topic C: Place Value and Rounding Decimal Fractions
	Cluster: Perform operations with multi-digit whole numbers and with decimals to hundredths.	
	5.NBT.B.5 Fluently multiply multi-digit whole numbers using a standard algorithm.	G5 M2 Topic B: The Standard Algorithm for Multi-Digit Whole Number Multiplication G5 M2 Topic D: Measurement Word Problems with Whole Number and Decimal Multiplication
	5.NBT.B.6 Apply and extend understanding of division to find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.	G5 M2 Topic E: Mental Strategies for Multi-Digit Whole Number Division G5 M2 Topic F: Partial Quotients and Multi-Digit Whole Number Division G5 M2 Topic H: Measurement Word Problems with Multi-Digit Division

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	5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, connecting objects or drawings to strategies based on place value, properties of operations, and/or the relationship between operations. Relate the strategy to a written form.	G5 M1: Place Value and Decimal Fractions G5 M2: Multi-Digit Whole Number and Decimal Fraction Operations G5 M4 Lessons 17–18: Relate decimal and fraction multiplication. G5 M4 Lesson 29: Connect division by a unit fraction to division by 1 tenth and 1 hundredth. G5 M4 Lessons 30–31: Divide decimal dividends by non-unit decimal divisors.
Number and Operations—Fractions	**Cluster: Use equivalent fractions to add and subtract fractions.**	
	5.NF.A.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., 2/3 + 5/4 = 8/12 + 15/12 = 23/12).	G5 M3: Addition and Subtraction of Fractions

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Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
	5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators by using a variety of representations, equations, and visual models to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers (e.g., recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$).	G5 M3 Lesson 7: Solve two-step word problems. G5 M3 Lesson 9: Add fractions making like units numerically. G5 M3 Topic D: Further Applications
	Cluster: Use previous understandings of multiplication and division to multiply and divide fractions.	
	5.NF.B.3 Interpret a fraction as the number that results from dividing the whole number numerator by the whole number denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.	G5 M4 Topic B: Fractions as Division

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	5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number and a fraction by a fraction.		
	a. Interpret the product (a/b) x q as a parts of a partition of q into b equal parts.		G5 M4 Topic C: Multiplication of a Whole Number by a Fraction G5 M4 Lesson 10: Compare and evaluate expressions with parentheses. G5 M4 Topic E: Multiplication of a Fraction by a Fraction G5 M4 Topic H: Interpretation of Numerical Expressions
	b. Interpret the product of a fraction multiplied by a fraction (a/b) x (c/d). Use a visual fraction model and create a story context for this equation.		G5 M4 Topic E: Multiplication of a Fraction by a Fraction Note: Supplemental material may be necessary to encourage students to create a story context for the equation.
	c. 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 fraction products as rectangular areas.		G5 M5 Topic C: Area of Rectangular Figures with Fractional Side Lengths

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	5.NF.B.5 Interpret multiplication as scaling (resizing), by:		
	a. 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.		G5 M4 Topic F: Multiplication with Fractions and Decimals as Scaling and Word Problems
	b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; 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.		G5 M4 Topic F: Multiplication with Fractions and Decimals as Scaling and Word Problems
	5.NF.B.6 Solve problems in real-world contexts involving multiplication of fractions, including mixed numbers, by using a variety of representations including equations and models.		G5 M4 Topic D: Fraction Expressions and Word Problems G5 M4 Lesson 16: Solve word problems using tape diagrams and fraction-by-fraction multiplication. G5 M4 Lesson 24: Solve word problems using fraction and decimal multiplication. G5 M5 Lessons 14–15: Solve real-world problems involving area of figures with fractional side lengths using visual models and/or equations.

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	5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.		
	a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. Use the relationship between multiplication and division to justify conclusions.		G5 M4 Lesson 26: Divide a unit fraction by a whole number.
	b. Interpret division of a whole number by a unit fraction, and compute such quotients.		G5 M4 Lesson 25: Divide a whole number by a unit fraction.
	c. Solve problems in real-world context involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, using a variety of representations.		G5 M4 Lesson 27: Solve problems involving fraction division. G5 M4 Lesson 28: Write equations and word problems corresponding to tape and number line diagrams. G5 M4 Topic H: Interpretation of Numerical Expressions

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Measurement and Data	**Cluster: Convert like measurement units within a given measurement system.**	
	5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems.	G5 M1 Lesson 4: Use exponents to denote powers of 10 with application to metric conversions. G5 M2 Topic D: Measurement Word Problems with Whole Number and Decimal Multiplication G5 M4 Topic C: Multiplication of a Whole Number by a Fraction G5 M4 Lesson 19: Convert measures involving whole numbers, and solve multi-step word problems. G5 M4 Lesson 20: Convert mixed unit measurements, and solve multi-step word problems.
	Cluster: Represent and interpret data.	
	5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit (1/8, 1/2, 3/4). Use operations on fractions for this grade to solve problems involving information presented in line plots.	G5 M4 Topic A: Line Plots of Fraction Measurements

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Domain	Standards for Mathematical Content		Aligned Components of *Eureka Math*
	Cluster: Geometric measurement: Understand concepts of volume and relate volume to multiplication and to addition.		
	5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.		
	a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.		G5 M5 Lesson 1: Explore volume by building with and counting unit cubes.
	b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.		G5 M5 Lesson 2: Find the volume of a right rectangular prism by packing with cubic units and counting.
	5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.		G5 M5 Topic A: Concepts of Volume

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Domain	Standards for Mathematical Content		Aligned Components of *Eureka Math*
	5.MD.C.5 Relate volume to the operations of multiplication and addition and solve mathematical problems and problems in real-world contexts involving volume.		
	a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to represent the associative property of multiplication).		G5 M5 Lesson 3: Compose and decompose right rectangular prisms using layers. G5 M5 Lesson 4: Use multiplication to calculate volume. G5 M5 Lesson 5: Use multiplication to connect volume as *packing* with volume as *filling*.
	b. Understand and use the formulas $V = l \times w \times h$ and $V = B \times h$, where in this case B is the area of the base ($B = l \times w$), for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve mathematical problems and problems in real-world contexts.		G5 M5 Lesson 7: Solve word problems involving the volume of rectangular prisms with whole number edge lengths.

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Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
	c. Understand volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms, applying this technique to solve mathematical problems and problems in real-world contexts.	G5 M5 Topic B: Volume and the Operations of Multiplication and Addition
Geometry	**Cluster: Graph points on the coordinate plane to solve mathematical problems as well as problems in real-world context.**	
	5.G.A.1 Understand and describe a coordinate system as perpendicular number lines, called axes, that intersect at the origin (0, 0). Identify a given point in the first quadrant of the coordinate plane using an ordered pair of numbers, called coordinates. Understand that the first number (x) indicates the distance traveled on the horizontal axis, and the second number (y) indicates the distance traveled on the vertical axis.	G5 M6 Topic A: Coordinate Systems G5 M6 Lesson 7: Plot points, use them to draw lines in the plane, and describe patterns within the coordinate pairs. G5 M6 Lesson 14: Construct parallel line segments, and analyze relationships of the coordinate pairs. G5 M6 Lesson 16: Construct perpendicular line segments, and analyze relationships of the coordinate pairs.
	5.G.A.2 Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	G5 M6 Lesson 14: Construct parallel line segments, and analyze relationships of the coordinate pairs. G5 M6 Lesson 16: Construct perpendicular line segments, and analyze relationships of the coordinate pairs. G5 M6 Topic D: Problem Solving in the Coordinate Plane

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Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
	Cluster: Classify two-dimensional figures into categories based on their properties.	
	5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	G5 M5 Topic D: Drawing, Analysis, and Classification of Two-Dimensional Shapes
	5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.	G5 M5 Lesson 20: Classify two-dimensional figures in a hierarchy based on properties. G5 M5 Lesson 21: Draw and identify varied two-dimensional figures from given attributes.

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