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

Montana Common Core Standards for Mathematical Practice and Content Correlation to *Eureka Math*™

GRADE 5 MATHEMATICS

The majority of the Grade 5 Montana Common Core Standards for Mathematical Practice and Content are fully covered by the Grade 5 *Eureka Math* curriculum. The *Eureka Math* curriculum does not include the cultural contexts of Montana American Indians. 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 Grade 5 Montana Common Core Standards for Mathematical Practice and Content while still benefiting from the coherence and rigor of *Eureka Math*.

INDICATORS

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

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

Red indicates that the Montana 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 Montana standards and in *Eureka Math*.

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
1: Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. Building on the inherent problem-solving abilities of people over time, students can understand that mathematics is relevant when studied in a cultural context that applies to real-world situations and environments.	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

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
2: Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	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

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
3: Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They 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. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions within a cultural context, including those of Montana American Indians. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	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 Note: Supplemental material is necessary to address cultural contexts, including those of Montana American Indians.

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
4: Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. This includes solving problems within a cultural context, including those of Montana American Indians. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely 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 Note: Supplemental material is necessary to address cultural contexts, including those of Montana American Indians.

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
5: Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. 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. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	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

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
6: Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	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

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
7: Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.	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

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
8: Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.	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

Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
Operations and Algebraic Thinking	**Cluster: Write and interpret numerical expressions.**	
	5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	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.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	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

Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
	Cluster: Analyze patterns and relationships.	
	5.OA.3 Generate two numerical patterns using two given rules. Identify 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.	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.
Number and Operations in Base Ten	**Cluster: Understand the place value system.**	
	5.NBT.1 Recognize 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.

Domain	Standards for Mathematical Content		Aligned Components of *Eureka Math*
	5.NBT.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.		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.3 Read, write, and compare decimals to thousandths.		
	a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = $3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.		G5 M1: Place Value and Decimal Fractions
	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 >, <, =.

Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
	5.NBT.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.5 Fluently multiply multi-digit whole numbers using the 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.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.	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

Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
	5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings within cultural contexts, including those of Montana American Indians, 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.	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. Note: Supplemental material is necessary to address cultural contexts, including those of Montana American Indians.
Number and Operations—Fractions	**Cluster: 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.	G5 M3: Addition and Subtraction of Fractions

Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
	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.	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: Apply and extend previous understandings of multiplication 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 problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	G5 M4 Topic B: Fractions as Division

Domain	Standards for Mathematical Content		Aligned Components of *Eureka Math*
	5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.		
	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, $a \times q \div b$.		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. 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

Domain	Standards for Mathematical Content		Aligned Components of *Eureka Math*
	5.NF.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 (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.		G5 M4 Topic F: Multiplication with Fractions and Decimals as Scaling and Word Problems

Domain	Standards for Mathematical Content		Aligned Components of *Eureka Math*
	5.NF.6 Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem within cultural contexts, including those of Montana American Indians.		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. Note: Supplemental material is necessary to address cultural contexts, including those of Montana American Indians.
	5.NF.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.		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.

Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
	c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.	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
Measurement and Data	**Cluster: Convert like measurement units within a given measurement system.**	
	5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems within a cultural context, including those of Montana American Indians.	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. Note: Supplemental material is necessary to address cultural contexts, including those of Montana American Indians.

Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
	Cluster: Represent and interpret data.	
	5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). 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
	Cluster: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	
	5.MD.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.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	G5 M5 Topic A: Concepts of Volume

Domain	Standards for Mathematical Content		Aligned Components of *Eureka Math*
	5.MD.5 Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume within cultural contexts, including those of Montana American Indians.		
	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*. Note: Supplemental material is necessary to address cultural contexts, including those of Montana American Indians.
	b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.		G5 M5 Lesson 7: Solve word problems involving the volume of rectangular prisms with whole number edge lengths. Note: Supplemental material is necessary to address cultural contexts, including those of Montana American Indians.
	c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.		G5 M5 Topic B: Volume and the Operations of Multiplication and Addition Note: Supplemental material is necessary to address cultural contexts, including those of Montana American Indians.

Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
Geometry	**Cluster: Graph points on the coordinate plane to solve real-world and mathematical problems.**	
	5.G.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).	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.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 including those found in Montana American Indian designs.	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 Note: Supplemental material is necessary to address cultural contexts, including those of Montana American Indians.

Domain	Standards for Mathematical Content	Aligned Components of *Eureka Math*
	Cluster: Classify two-dimensional figures into categories based on their properties.	
	5.G.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.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.