

Louisiana Believes

Louisiana Guide to Implementing Eureka Math: Grade 5

To assist teachers with the implementation of the 5th Grade Eureka Math curriculum, this document provides multiple layers of guidance regarding how Eureka Math lessons correlate with Louisiana Student Standards for Mathematics (LSSM). Eureka Math is a focused, coherent math curriculum which provides ample instructional guidance for teachers. This Louisiana Guide for Implementing Eureka Math goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability.

This guidance document is considered a “living” document as we believe that teachers and other educators will find ways to improve the document as they use it. Please send feedback to LouisianaStandards@la.gov so that we may use your input when updating this guide.

Updated March 28, 2018



Table of Contents

<u>Sample Year-Long Schedule for Math Instruction</u>	3
<u>Focus in the Standards</u>	5
<u>Overview of Lessons</u>	5
<u>Module 1: Place Value and Decimal Fractions</u>	6
<u>Module 2: Multi-Digit Whole Number and Decimal Fraction Operations</u>	8
<u>Module 3: Addition and Subtraction of Fractions</u>	11
<u>Module 4: Multiplication and Division of Fractions and Decimal Fractions</u>	13
<u>Module 5: Addition and Multiplication with Volume and Area</u>	16
<u>Module 6: Problem Solving with the Coordinate Plane</u>	18
<u>Additional Notes on Eureka-Specific Strategies/Representations</u>	21
<u>Standards by Course</u>	21
<u>Standards by Module</u>	26
<u>Standards by Lesson</u>	29
<u>Major Work</u>	29
<u>Supporting Work</u>	31
<u>Additional Work</u>	32

Sample Year-Long Schedule for Math Instruction 5th Grade

The following sample schedule integrates the Eureka curriculum, Eureka Remediation Tools, LEAP 360 Interim Assessments and flex days to allow teachers to move at a pace that best supports student learning. Flex days could be used for remediation, enrichment lessons, assessment, or other instructional activities. This sample should be used to guide instructional timing but should not dictate exactly what lesson a teacher should be on during a given day. The guidance has been broken into 9 weeks, as this is the calendar that most Louisiana schools systems follow.

- Coding: 1.1-A represents Module 1.Lesson 1.Topic A
- Lessons marked as “optional for remediation” in the Louisiana Guide to Implementing Eureka, have been marked by *. Teachers should determine best use of these lessons based on their students.
- Lessons marked as “optional for enrichment” in the Louisiana Guide to Implementing Eureka have not been included in this calendar. Teachers may determine to use these during “flex” days.
- Even though only one day on this calendar has been marked for the LEAP Interim assessments, teachers may determine to split these over 2-3 days.

Eureka Remediation Tools are available for the following 5th grade Topics. These tools should be used in the days and weeks leading up to the Topic, either during the regular math class or during time set aside for remediation (RTI). An additional “flex” day has been allotted prior to the Topic.

Module 1, Topics A, B, C, D
Module 2, Topic B
Module 3, Topic B

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	FLEX	FLEX	LEAP 360 Diagnostic Assessment	FLEX	1.1-A
Week 2	1.2-A	1.3-A	1.4-A	FLEX	1.5-B
Week 3	1.6-B	FLEX	1.7-C	1.8-C	FLEX
Week 4	1.9-D	1.10-D	1.11-E	1.12-E	1.13-F
Week 5	1.14-F	1.15-F	FLEX	FLEX	FLEX
Week 6	FLEX	FLEX	FLEX	FLEX	FLEX
Week 7	FLEX	FLEX	FLEX	2.1-A	FLEX
Week 8	2.3-B	2.4-B	2.5-B	2.6-B	2.7-B
Week 9	2.8-B	2.10-C	2.11-C	2.12-C	2.13-D
Week 10	2.14-D	2.15-D	2.16-E	FLEX	2.19-F
Week 11	2.20-F	2.21-F	2.22-F	2.23-F	2.24-G

Week 12	2.26-G	2.27-G	FLEX	FLEX	FLEX
Week 13	FLEX	FLEX	FLEX	FLEX	FLEX
Week 14	Gr. 5 LEAP 360 Interim Form 1	*3.1-A	*3.2-A	FLEX	3.3-B
Week 15	3.4-B	3.5-B	3.6-B	3.7-B	*3.8-C
Week 16	3.9-C	3.10-C	3.11-C	3.12-C	3.13-D
Week 17	3.15-D	FLEX	FLEX	FLEX	FLEX
Week 18	FLEX	FLEX	4.1-A	4.2-B	4.3-B
Week 19	*4.4-B	4.5-B	4.6-C	4.7-C	4.9-C
Week 20	4.10-D	4.11-D	4.12-D	4.13-E	4.14-E
Week 21	4.15-E	4.16-E	4.17-E	4.18-E	4.19-E
Week 22	4.20-E	4.21-F	4.22-F	4.23-F	4.24-F
Week 23	4.25-G	4.26-G	4.27-G	4.29-G	4.30-G
Week 24	4.31-G	4.32-H	FLEX	FLEX	FLEX
Week 25	FLEX	FLEX	5.1-A	5.2-A	5.3-A
Week 26	5.4-B	5.6-B	5.7-B	5.10-C	5.11-C
Week 27	5.12-C	5.13-C	5.14-C	5.15-C	5.16-D
Week 28	5.17-D	5.18-D	5.19-D	5.20-D	5.21-D
Week 29	FLEX	FLEX	FLEX	FLEX	FLEX
Week 30	Gr. 5 LEAP 360 Interim Form 2	*6.1-A	6.2-A	6.3-A	6.7-B
Week 31	6.8-B	6.9-B	FLEX	6.19-D	6.20-D
Week 32	FLEX	FLEX	FLEX	FLEX	FLEX
Week 33	Reserved for state testing (dates will vary)				
Week 34	To best prepare your students for success in Grade 6, use this time to continue pursuing mastery of grade-level fluencies: 5.NBT.B.5. If grade-level fluencies have been mastered, enrichment lessons 1.16-F, 2.9-B, 2.28-H, 2.29-H, and Module 6, Topics E and F may prove advantageous for preparing students for future success.				
Week 35					
Week 36					

Focus in the Standards

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Louisiana Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade (■). Supporting work (■) and, where appropriate, additional work (■) can engage students in the major work of the grade.

Overview of Lessons

Eureka Math modules are separated into topics (divided by black lines) and lessons. This section is devoted to helping teachers identify the standards on which each lesson is focused, whether on grade level or not. The grade level standards are color-coded to denote their focus. Again, this alignment does not explicitly align to the alignment guidance provided in Eureka Math. Furthermore, not every lesson is entirely focused on grade level standards, and, as such, many lessons can be used for either remediation or enrichment. In this section you will also find notes on specific lessons that can be used for differentiation, along with details/rationale for the recommended action. An asterisk is used to denote a standard that is not addressed in its entirety in that single lesson. The part(s) of the standard that are addressed are directly quoted from the LSSM standard and are shown in purple.

Module 1: Place Value and Decimal Fractions

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
1.1-A	5.NBT.A.1, 5.NBT.A.2*		O	<ul style="list-style-type: none"> This Lesson includes explaining and applying patterns in the values of the digits in the product or the quotient, when a decimal is multiplied or divided by a power of 10 which will lead to mastery of 5.NBT.A.2.
1.2-A	5.NBT.A.1, 5.NBT.A.2*		O	<ul style="list-style-type: none"> This Lesson includes explaining and applying patterns in the number of zeros of the product when multiplying a number by powers of 10 and explaining and applying patterns in the values of the digits in the product or the quotient, when a decimal is multiplied or divided by a power of 10 which will lead to mastery of 5.NBT.A.2.
1.3-A	5.NBT.A.1, 5.NBT.A.2		O	
1.4-A	5.NBT.A.1, 5.NBT.A.2, 5.MD.A.1*		O	<ul style="list-style-type: none"> This Lesson includes converting among different-sized standard measurement units within a given measurement system which will lead to mastery of 5.MD.A.1.
1.5-B	5.NBT.A.3a		O	
1.6-B	5.NBT.A.3a, 5.NBT.A.3b		O	
1.7-C	5.NBT.A.4		O	
1.8-C	5.NBT.A.4		O	
1.9-D	5.NBT.A.3a, 5.NBT.B.7*	6.NS.B.3	O	<ul style="list-style-type: none"> These Lessons focus on adding and subtracting decimals which will lead to mastery of 5.NBT.B.7.
1.10-D	5.NBT.A.3a, 5.NBT.B.7*	6.NS.B.3	O	<ul style="list-style-type: none"> It should be noted that these Lessons expect students to use the standard algorithm to add/subtract decimals. Although there is a note to the teacher warning against saying, "line up the decimals," the standard algorithm for decimal operations is not the explicit expectation until Grade 6. For some students it might be natural to connect the work on the place value chart to the vertical method (i.e., standard algorithm), but, for those students that do not make this connection easily, do not force it. Furthermore, problems in both Lessons extend beyond hundredths, the explicit expectation of the 5.NBT.B.7.
1.11-E	5.NBT.A.3a, 5.NBT.B.7*		O	<ul style="list-style-type: none"> These Lessons focus on multiplying decimals which will lead to mastery of 5.NBT.B.7.

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
1.12-E	5.NBT.A.3a, 5.NBT.B.7*		O	<ul style="list-style-type: none"> It should be noted that these Lessons assume students know the standard algorithm for multiplication which may not be the case if teachers taught within the boundaries of the Standards as the standard algorithm for multiplication is not the expectation until Grade 5, 5.NBT.B.5 (taught in Module 2).
1.13-F	5.NBT.A.3a, 5.NBT.B.7*	6.NS.B.2	O	<ul style="list-style-type: none"> These Lessons focus on dividing decimals which will lead to mastery of 5.NBT.B.7.
1.14-F	5.NBT.A.3a, 5.NBT.B.7*	6.NS.B.2	O	<ul style="list-style-type: none"> It should be noted that these Lessons assume students know the standard algorithm for division which may not be the case if teachers taught within the boundaries of the Standards as the standard algorithm for division is not the expectation until Grade 6, 6.NS.B.2.
1.15-F	5.NBT.A.3a, 5.NBT.B.7*	6.NS.B.2	O	
1.16-F	5.NBT.B.7*		E	<ul style="list-style-type: none"> This Lesson focuses on adding, subtracting, multiplying, and dividing decimals which will lead to mastery of 5.NBT.B.7. This Lesson focuses on students using their knowledge of 5.NBT.B.7 to solve real-world problems which extends beyond the explicit expectations of 5.NBT.B.7.

Module 2: Multi-Digit Whole Number and Decimal Fraction Operations

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
2.1-A	5.OA.A.1, 5.NBT.A.2*		O	<ul style="list-style-type: none"> This Lesson includes applying patterns in the number of zeros of the product when multiplying a number by powers of 10 which will lead to mastery of 5.NBT.A.2.
2.2-A			E	<ul style="list-style-type: none"> This Lesson focuses on estimating products of multi-digit factors and could prove to be advantageous long term for students as they develop and use the standard algorithm for multiplication. The decision to include this Lesson should be made at the teacher level.
2.3-B	5.OA.A.1, 5.OA.A.2		O	
2.4-B	5.OA.A.1, 5.OA.A.2		O	
2.5-B	5.OA.A.1, 5.NBT.B.5		O	<ul style="list-style-type: none"> It should be noted that these Lessons assume students know the standard algorithm for multiplication which may not be the case if teachers taught within the boundaries of the Standards as the standard algorithm for multiplication is not the expectation until Grade 5, 5.NBT.B.5.
2.6-B	5.NBT.B.5		O	
2.7-B	5.NBT.B.5		O	
2.8-B	5.NBT.B.5		O	
2.9-B	5.NBT.B.5		E	<ul style="list-style-type: none"> This Lesson focuses on students using their knowledge of 5.NBT.B.5 to solve real-world problems which extends beyond the explicit expectations of 5.NBT.B.5.
2.10-C	5.NBT.A.2, 5.NBT.B.5, 5.NBT.B.7*	6.NS.B.3	O	<ul style="list-style-type: none"> These Lessons focus on multiplying decimals which will lead to mastery of 5.NBT.B.7. It should be noted that these Lessons extend beyond the expectation of the target standard, 5.NBT.B.7, by performing operations with decimals beyond hundredths and by expecting the standard algorithm for multiplication of decimals which is not the expectation until 6th Grade, 6.NS.B.3.
2.11-C	5.NBT.A.2, 5.NBT.B.5, 5.NBT.B.7*	6.NS.B.3	O	
2.12-C	5.NBT.A.2, 5.NBT.B.5, 5.NBT.B.7*	6.NS.B.3	O	

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
2.13-D	5.NBT.A.2, 5.NBT.B.7*, 5.MD.A.1*		O	<ul style="list-style-type: none"> This Lesson includes multiplying decimals which will lead to mastery of 5.NBT.B.7. This Lesson focuses on converting among different-sized standard measurement units within a given measurement system which will lead to mastery of 5.MD.A.1.
2.14-D	5.NBT.A.2, 5.NBT.B.7*, 5.MD.A.1*		O	<ul style="list-style-type: none"> This Lesson includes multiplying decimals which will lead to mastery of 5.NBT.B.7. This Lesson focuses on converting among different-sized standard measurement units within a given measurement system which will lead to mastery of 5.MD.A.1.
2.15-D	5.MD.A.1		O	
2.16-E	5.NBT.A.1, 5.NBT.B.6		O	
2.17-E	5.NBT.B.6		E	<ul style="list-style-type: none"> These Lessons focus on estimating quotients of multi-digit numbers and could prove to be advantageous long term for students as they move toward mastering 5.NBT.B.6. The decision to include this Lesson should be made at the teacher level.
2.18-E	5.NBT.B.6		E	
2.19-F	5.NBT.B.6	6.NS.B.2	O	<ul style="list-style-type: none"> It should be noted that these Lessons assume students know the standard algorithm for division which may not be the case if teachers taught within the boundaries of the Standards as the standard algorithm for division is not the expectation until Grade 6, 6.NBT.B.2.
2.20-F	5.NBT.B.5, 5.NBT.B.6	6.NS.B.2	O	
2.21-F	5.NBT.B.5, 5.NBT.B.6	6.NS.B.2	O	
2.22-F	5.NBT.B.5, 5.NBT.B.6		O	
2.23-F	5.NBT.B.5, 5.NBT.B.6		O	
2.24-G	5.NBT.A.2*, 5.NBT.B.7*		O	<ul style="list-style-type: none"> This Lesson includes applying patterns in the values of the digits in the product or the quotient, when a decimal is divided by a power of 10 which will lead to mastery of 5.NBT.A.2. This Lesson focuses on dividing decimals which will lead to mastery of 5.NBT.B.7.
2.25-G	5.NBT.B.7*		E	<ul style="list-style-type: none"> This Lesson focuses on dividing decimals which will lead to mastery of 5.NBT.B.7. These Lessons focus on estimating quotients of decimals and could prove to be advantageous long term for students as they move toward mastering 5.NBT.B.7. The decision to include this Lesson should be made at the teacher level.

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
2.26-G	5.NBT.B.7*	6.NS.B.3	O	<ul style="list-style-type: none"> • These Lessons focus on multiplying and dividing decimals which will lead to mastery of 5.NBT.B.7. • It should be noted that these Lessons extend beyond the expectation of the target standard, 5.NBT.B.7, by expecting the standard algorithms for multiplication and division of decimals which are not the expectation until 6th Grade, 6.NS.B.3.
2.27-G	5.NBT.B.7*	6.NS.B.3	O	
2.28-H	5.NBT.B.6, 5.NBT.B.7*		E	<ul style="list-style-type: none"> • These Lessons include adding, subtracting, multiplying, and dividing decimals which will lead to mastery of 5.NBT.B.7. • These Lessons focus on students using their knowledge of 5.NBT.B.6 and 5.NBT.B.7 to solve real-world problems which extends beyond the explicit expectations of 5.NBT.B.6 and 5.NBT.B.7.
2.29-H	5.NBT.B.6, 5.NBT.B.7*		E	

Module 3: Addition and Subtraction of Fractions

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
3.1-A		4.NF.A.1	R	<ul style="list-style-type: none"> Reserve these Lessons to be used with students who need a review of previous grade level concepts related to fractions prior to engaging with Grade 5 concepts.
3.2-A		4.NF.B.3, 4.NF.B.4	R	
3.3-B	5.NF.A.1*, 5.NF.A.2a*		O	<ul style="list-style-type: none"> These Lessons focus on adding 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 which will lead to mastery of 5.NF.A.1. These Lesson include solving word problems involving addition 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 which will lead to mastery of 5.NF.A.2a.
3.4-B	5.NF.A.1*, 5.NF.A.2a*		O	
3.5-B	5.NF.A.1*, 5.NF.A.2a*		O	<ul style="list-style-type: none"> These Lessons focus on subtracting 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 which will lead to mastery of 5.NF.A.1. These Lesson include solving word problems involving 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 which will lead to mastery of 5.NF.A.2a.
3.6-B	5.NF.A.1*, 5.NF.A.2a*		O	
3.7-B	5.NF.A.2a		O	
3.8-C		4.NF.B.3	R	<ul style="list-style-type: none"> Reserve this Lesson to be used with students who need a review of previous grade level concepts related to adding mixed numbers prior to engaging with Grade 5 concepts.
3.9-C	5.NF.A.1*, 5.NF.A.2a*		O	

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
3.10-C	5.NF.A.1*, 5.NF.A.2a*		O	<ul style="list-style-type: none"> These Lessons focus on adding 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 which will lead to mastery of 5.NF.A.1. These Lesson include solving word problems involving addition 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 which will lead to mastery of 5.NF.A.2a.
3.11-C	5.NF.A.1*, 5.NF.A.2a*		O	<ul style="list-style-type: none"> These Lessons focus on subtracting 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 which will lead to mastery of 5.NF.A.1. These Lesson include solving word problems involving 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 which will lead to mastery of 5.NF.A.2a.
3.12-C	5.NF.A.1*, 5.NF.A.2a*		O	
3.13-D	5.NF.A.2a, 5.NF.A.2b		O	
3.14-D	5.NF.A.1, 5.NF.A.2a		E	<ul style="list-style-type: none"> This Lesson focuses on applying properties of operations and algebraic reasoning to solve multi-term problems involving addition and subtraction of fractions with unlike denominators.
3.15-D	5.NF.A.2a		O	
3.16-D			E	<ul style="list-style-type: none"> This Lesson focuses on the part-to-whole relationship and extends beyond the explicit expectations of 5.NF.A.2.

Module 4: Multiplication and Division of Fractions and Decimal Fractions

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
4.1-A	5.MD.B.2	3.MD.B.4, 4.MD.B.4	O	
4.2-B	5.NF.B.3		O	
4.3-B	5.NF.B.3		O	<ul style="list-style-type: none"> It should be noted that this Lesson extends beyond the expectation of the target standard, 5.NF.B.3, by expecting the standard algorithm for division of whole numbers which are not the expectation until 6th Grade, 6.NS.B.2. The decision to use this portion of the Lesson should be made at the teacher level.
4.4-B	5.NF.B.3		R	<ul style="list-style-type: none"> It should be noted that this Lesson extends beyond the expectation of the target standard, 5.NF.B.3, by expecting the standard algorithm for division of whole numbers which are not the expectation until 6th Grade, 6.NS.B.2. The decision to use this portion of the Lesson should be made at the teacher level. This Lesson focuses on using tape diagrams to model fractions as division and may prove advantageous for students who are struggling to master 5.NF.B.3.
4.5-B	5.NF.B.3*		O	<ul style="list-style-type: none"> This Lesson focuses on solving word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers which will lead to mastery of 5.NF.B.3.
4.6-C	5.NF.B.4a, 5.NF.B.6		O	
4.7-C	5.NF.B.4a, 5.NF.B.6		O	<ul style="list-style-type: none"> It should be noted that this Lesson requires the use of a tape diagram, while the target standard, 5.NF.B.4a, does not. The decision to include and/or require tape diagrams should be made at the teacher level.
4.8-C	5.NF.B.4		E	<ul style="list-style-type: none"> This Lesson focuses on relating a fraction of a set to the repeated addition interpretation of fraction multiplication which is not aligned to the explicit expectations of 5.NF.B.4a or 5.NF.B.4b and may prove difficult for many students to grasp. The decision to introduce students to this type of thinking should be made at the teacher level.

R = optional for remediation; E = optional for enrichment; O = on grade level

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
4.9-C	5.NF.B.4, 5.MD.A.1		O	
4.10-D	5.OA.A.1, 5.OA.A.2, 5.NF.A.2a, 5.NF.B.6, 5.MD.B.2		O	
4.11-D	5.NF.A.2a, 5.NF.B.6		O	
4.12-D	5.NF.A.2a, 5.NF.B.6		O	
4.13-E	5.NF.B.4, 5.NF.B.4b*, 5.NF.B.4d, 5.NF.B.6		O	<ul style="list-style-type: none"> These Lessons include constructing a model to develop understanding of the concept of multiplying two fractions which will lead to mastery of 5.NF.B.4b.
4.14-E	5.NF.B.4, 5.NF.B.4b*, 5.NF.B.4d, 5.NF.B.6	O		
4.15-E	5.NF.B.4, 5.NF.B.4b*, 5.NF.B.4d, 5.NF.B.6	O		
4.16-E	5.NF.B.6		O	
4.17-E	5.NBT.B.7*, 5.NF.B.4, 5.NF.B.4d, 5.NF.B.6		O	<ul style="list-style-type: none"> These Lessons focus on multiplying decimals which will lead to mastery of 5.NBT.B.7. It should be noted that these Lessons include problems that extend beyond the explicit limitation of 5.NBT.B.7 by expecting students to calculate products of decimals beyond hundredths. Although these problems could be considered beyond the work of 5th Grade, they should prove advantageous for students long term, and the decision to include/modify such problems should be made at the teacher level.
4.18-E	5.NBT.B.7*, 5.NF.B.4, 5.NF.B.6		O	
4.19-E	5.MD.A.1		O	
4.20-E	5.MD.A.1		O	
4.21-F	5.NF.B.5a, 5.NF.B.5d	4.NF.C.6	O	
4.22-F	5.NF.B.5a, 5.NF.B.5b, 5.NF.B.5c, 5.NF.B.5d, 5.NF.B.6		O	

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
4.23-F	5.NF.B.5a, 5.NF.B.5b, 5.NF.B.5c, 5.NF.B.5d		O	
4.24-F	5.NF.B.6		O	
4.25-G	5.NF.B.7b, 5.NF.B.7c*		O	<ul style="list-style-type: none"> This Lesson includes solving real-world problems involving division of division of whole numbers by unit fractions which will lead to mastery of 5.NF.B.7c.
4.26-G	5.NF.B.7a, 5.NF.B.7c*		O	<ul style="list-style-type: none"> This Lesson includes solving real-world problems involving division of unit fractions by non-zero whole numbers which will lead to mastery of 5.NF.B.7c.
4.27-G	5.NF.B.7c		O	
4.28-G	5.NF.B.7a, 5.NF.B.7b, 5.NF.B.7c		E	<ul style="list-style-type: none"> This Lesson focuses on creating story problems which is beyond the explicit expectation of the target standards.
4.29-G	5.NBT.B.7*, 5.NF.B.7b	7.NS.A.3*	O	<ul style="list-style-type: none"> This Lesson focuses on dividing decimals which will lead to mastery of 5.NBT.B.7. It should be noted that this Lesson includes solving word problems involving division of decimals which is beyond the explicit expectation of the Grade 5 standards. The decision to include/modify such problems should be made at the teacher level.
4.30-G	5.NBT.B.6*, 5.NBT.B.7*, 5.NF.B.5d	7.NS.A.3*	O	<ul style="list-style-type: none"> These Lessons include finding whole-number quotients of whole numbers which will lead to mastery of 5.NBT.B.6.
4.31-G	5.NBT.B.6*, 5.NBT.B.7*, 5.NF.B.5d	7.NS.A.3*	O	<ul style="list-style-type: none"> These Lessons focus on dividing decimals which will lead to mastery of 5.NBT.B.7. It should be noted that these Lessons include solving word problems involving division of decimals which is beyond the explicit expectation of the Grade 5 standards. The decision to include/modify such problems should be made at the teacher level.
4.32-H	5.OA.A.1, 5.OA.A.2, 5.NF.B.5a		O	
4.33-H	5.NF.B.7c	7.NS.A.3*	E	<ul style="list-style-type: none"> This Lesson focuses on solving word problems involving division of decimals which is beyond the explicit expectation of the Grade 5 standards.

Module 5: Addition and Multiplication with Volume and Area

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
5.1-A	5.MD.C.3a, 5.MD.C.4		O	
5.2-A	5.MD.C.3b, 5.MD.C.4		O	
5.3-A	5.MD.C.3b, 5.MD.C.4, 5.MD.C.5		O	
5.4-B	5.MD.C.5a*		O	<ul style="list-style-type: none"> This Lesson focuses on finding the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and showing 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 which will lead to mastery of 5.MD.C.5a.
5.5-B	5.MD.A.1, 5.MD.C.3b, 5.MD.C.5a		E	<ul style="list-style-type: none"> This Lesson focuses on connecting the ideas of volume as packing with volume as filling which is not an explicit expectation of the 5.MD.C standards.
5.6-B	5.MD.C.5b, 5.MD.C.5c		O	
5.7-B	5.MD.C.5b		O	
5.8-B	5.MD.C.5b, 5.MD.C.5c		E	<ul style="list-style-type: none"> These Lessons focus on applying concepts and formulas of volume to design a sculpture using rectangular prisms within given parameters which is not an explicit expectation of the 5.MD.C standards.
5.9-B	5.MD.C.5b, 5.MD.C.5c		E	
5.10-C	5.NF.B.4d*	4.MD.A.3	O	<ul style="list-style-type: none"> These Lessons include multiplying fractional side lengths to find areas of rectangles which will lead to mastery of 5.NF.B.4d.
5.11-C	5.NF.B.4d*	4.MD.A.3	O	
5.12-C	5.NF.B.4d, 5.NF.B.6	4.MD.A.3	O	
5.13-C	5.NF.B.4d, 5.NF.B.6		O	
5.14-C	5.NF.B.4d*, 5.NF.B.6		O	<ul style="list-style-type: none"> This Lesson includes multiplying fractional side lengths to find areas of rectangles which will lead to mastery of 5.NF.B.4d.
5.15-C	5.NF.B.4d*, 5.NF.B.6		O	
5.16-D	5.G.B.3, 5.G.B.4	7.G.A.2*	O	

R = optional for remediation; E = optional for enrichment; O = on grade level

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
5.17-D	5.G.B.3, 5.G.B.4	7.G.A.2*	O	
5.18-D	5.G.B.3, 5.G.B.4	7.G.A.2*	O	
5.19-D	5.G.B.3, 5.G.B.4	7.G.A.2*	O	
5.20-D	5.G.B.4		O	
5.21-D	5.G.B.3, 5.G.B.4	7.G.A.2*	O	

Module 6: Problem Solving with the Coordinate Plane

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
6.1-A			R	<ul style="list-style-type: none"> Reserve these Lessons to be used with students who need a review of previous grade level concepts related to the number line prior to engaging with Grade 5 concepts.
6.2-A	5.G.A.1		O	
6.3-A	5.G.A.1	6.NS.C.8*	O	
6.4-A	5.G.A.1, 5.G.A.2*		E	<ul style="list-style-type: none"> This Lesson includes representing real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane which will lead to mastery of 5.G.A.2. This Lesson allows students to create and play Battleship using their knowledge of coordinates in the first quadrant.
6.5-A	5.G.A.1		E	<ul style="list-style-type: none"> This Lesson focuses on Investigating patterns in vertical and horizontal lines, and interpreting points on the plane as distances from the axes.
6.6-A	5.G.A.1, 5.G.A.2*		E	<ul style="list-style-type: none"> This Lesson includes representing mathematical problems by graphing points in the first quadrant of the coordinate plane which will lead to mastery of 5.G.A.2. This Lesson focuses on Investigating patterns in vertical and horizontal lines, and interpreting points on the plane as distances from the axes.
6.7-B	5.OA.B.3*, 5.G.A.1, 5.G.A.2*		O	<ul style="list-style-type: none"> This Lesson focuses on identifying apparent relationships between corresponding terms which will lead to mastery of 5.OA.B.3. This Lesson includes representing mathematical problems by graphing points in the first quadrant of the coordinate plane which will lead to mastery of 5.G.A.2.
6.8-B	5.G.A.1, 5.G.A.2*		O	<ul style="list-style-type: none"> These Lessons include representing mathematical problems by graphing points in the first quadrant of the coordinate plane which will lead to mastery of 5.G.A.2.
6.9-B	5.G.A.1, 5.G.A.2*		O	

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
6.10-B	5.G.A.1, 5.G.A.2*		E	<ul style="list-style-type: none"> This Lesson includes representing mathematical problems by graphing points in the first quadrant of the coordinate plane which will lead to mastery of 5.G.A.2. This Lesson focuses on comparing the lines and patterns generated by addition rules and multiplicative rules which is beyond the explicit expectations of the 5.G.A standards.
6.11-B	5.G.A.1, 5.G.A.2*		E	<ul style="list-style-type: none"> This Lesson includes representing mathematical problems by graphing points in the first quadrant of the coordinate plane which will lead to mastery of 5.G.A.2. This Lesson focuses on analyzing number patterns created from mixed operations which is beyond the explicit expectations of the 5.G.A standards.
6.12-B	5.G.A.1, 5.G.A.2*		E	<ul style="list-style-type: none"> This Lesson includes representing mathematical problems by graphing points in the first quadrant of the coordinate plane which will lead to mastery of 5.G.A.2. This Lesson focuses on creating a rule to generate a number pattern which is beyond the explicit expectations of the 5.G.A standards.
6.13-C	5.G.A.1, 5.G.A.2*		E	<ul style="list-style-type: none"> These Lessons include representing mathematical problems by graphing points in the first quadrant of the coordinate plane which will lead to mastery of 5.G.A.2. These Lessons focus on drawing figures in the coordinate plane which is beyond the explicit expectations of the 5.G.A standards.
6.14-C	5.G.A.1, 5.G.A.2*		E	
6.15-C	5.G.A.1, 5.G.A.2*		E	
6.16-C	5.G.A.1, 5.G.A.2*		E	
6.17-C	5.G.A.1, 5.G.A.2*		E	
6.18-D	5.G.A.1, 5.G.A.2*	6.G.A.3	E	<ul style="list-style-type: none"> This Lesson includes representing mathematical problems by graphing points in the first quadrant of the coordinate plane which will lead to mastery of 5.G.A.2. This Lesson focuses on drawing symmetric figures on the coordinate plane which is beyond the explicit expectations of the 5.G.A standards.
6.19-D	5.G.A.2		O	
6.20-D	5.G.A.1, 5.G.A.2		O	
6.21-E			E	

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
6.22-E			E	<ul style="list-style-type: none"> According to the authors of the curriculum, “Topics E and F are optional. However, they afford students the opportunity to reflect on all the learning they have experienced in Grade 5 and throughout A Story of Units. These Topics serve as both an excellent culmination to elementary school and a meaningful bridge to middle school.”
6.23-E		E		
6.24-E		E		
6.25-E		E		
6.26-F			E	<ul style="list-style-type: none"> According to the authors of the curriculum, “Topics E and F are optional. However, they afford students the opportunity to reflect on all the learning they have experienced in Grade 5 and throughout A Story of Units. These Topics serve as both an excellent culmination to elementary school and a meaningful bridge to middle school.”
6.27-F		E		
6.28-F		E		
6.29-F		E		
6.30-F		E		
6.31-F		E		
6.32-F		E		
6.33-F		E		
6.34-F		E		

Additional Notes on Eureka-Specific Strategies/Representations

Module 2, Topic G and Module 4, Topic B assume students know the standard algorithm for division which may not be the case if teachers taught within the boundaries of the Standards as the standard algorithm for division is not the expectation until 6th Grade, 6.NS.B.2.

Modules 3, 4, and 5 consistently expect students to “simplify” their answer when computing sums, differences, products, and/or quotients of fractions. It should be noted that there is no standard for any grade or course with an explicit expectation of “simplifying” a fraction. Rather, students are expected to be able to “recognize and generate” equivalent fractions as is stated in 3.NF.A.3b and 4.NF.A.1.

Standards by Course

This section aims to further inform teachers on the alignment between Eureka Math and the LSSM. Standards, or parts thereof, highlighted in orange are addressed in Eureka Math but with limited exposure. It is recommended that teachers pay careful attention to these places to ensure students have mastered the standards, or parts thereof, using only Eureka Math. If not, teachers should supplement to ensure mastery for all students. Standards, or parts thereof, highlighted in red are not included in the Eureka Math curriculum thus necessitating the need to supplement to ensure mastery for all students.

Code	Standard
5.OA.A.1	Use parentheses or brackets in numerical expressions, and evaluate expressions with these symbols.
5.OA.A.2	Write simple expressions that record calculations with whole numbers, fractions and decimals, and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18,932 + 9.21)$ is three times as large as $18,932 + 9.21$, without having to calculate the indicated sum or product.</i>
5.OA.B.3	<i>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. For example, 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. Explain informally why this is so.</i>
5.NBT.A.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.

Code	Standard
5.NBT.A.2	Explain and apply patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain and apply patterns in the values of the digits in the product or the quotient, when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. <i>For example, $10^0 = 1$, $10^1 = 10 \dots$ and $2.1 \times 10^2 = 210$.</i>
5.NBT.A.3	Read, write, and compare decimals to thousandths.
5.NBT.A.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
5.NBT.A.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
5.NBT.A.4	Use place value understanding to round decimals to any place.
5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
5.NBT.B.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, subtracting multiples of the divisor, and/or the relationship between multiplication and division. Illustrate and/or explain the calculation by using equations, rectangular arrays, area models, or other strategies based on place value.
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; <i>justify the reasoning used with a written explanation.</i>
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. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i>
5.NF.A.2	Solve word problems involving addition and subtraction of fractions.
5.NF.A.2a	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.
5.NF.A.2b	<i>Use benchmark fractions and number sense of fractions to estimate mentally and justify the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i>

Code	Standard
5.NF.B.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. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>
5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
5.NF.B.4a	Interpret the product $(m/n) \times q$ as m parts of a partition of q into n equal parts; equivalently, as the result of a sequence of operations, $m \times q \div n$. <i>For example, use a visual fraction model to show understanding, and create a story context for $(m/n) \times q$.</i>
5.NF.B.4b	Construct a model to develop understanding of the concept of multiplying two fractions and create a story context for the equation. [In general, $(m/n) \times (c/d) = (mc)/(nd)$.]
5.NF.B.4c	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.
5.NF.B.4d	Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.NF.B.5	Interpret multiplication as scaling (resizing)
5.NF.B.5a	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.
5.NF.B.5b	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).
5.NF.B.5c	Explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
5.NF.B.5d	Relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
5.NF.B.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.
5.NF.B.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

Code	Standard
5.NF.B.7a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i>
5.NF.B.7b	Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i>
5.NF.B.7c	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. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</i>
5.MD.A.1	Convert among different-sized standard measurement units within a given measurement and use these conversions in solving multi-step, real-world problems (e.g., convert 5 cm to 0.05 m; 9 ft to 108 in).
5.MD.B.2	<i>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. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>
5.MD.C.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
5.MD.C.3a	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.
5.MD.C.3b	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.
5.MD.C.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5.MD.C.5	Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.
5.MD.C.5a	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.
5.MD.C.5b	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.

Code	Standard
5.MD.C.5c	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.
5.G.A.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 in the ordered pair indicates how far to travel from the origin in the direction of one axis, and the second number in the ordered pair 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).
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.
5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>
5.G.B.4	Classify quadrilaterals in a hierarchy based on properties. (Students will define a trapezoid as a quadrilateral with at least one pair of parallel sides.)

Standards by Module

Using the alignment guidance provided in Eureka Math, each module is presented visually, outlining the topics and the standards taught within each topic. The standards are color-coded to denote their focus, and the standard(s) that serve as the primary focus, for that topic, are bolded.

Module 1: Place Value and Decimal Fractions					
Topic A	Topic B	Topic C	Topic D	Topic E	Topic F
Multiplicative Patterns on the Place Value Chart	Decimal Fractions and Place Value Patterns	Place Value and Rounding Decimal Fractions	Adding and Subtracting Decimals	Multiplying Decimals	Dividing Decimals
5.NBT.A.1	5.NBT.A.3	5.NBT.A.4	5.NBT.A.2	5.NBT.A.2	5.NBT.A.3
5.NBT.A.2			5.NBT.A.3	5.NBT.A.3	5.NBT.B.7
5.MD.A.1			5.NBT.B.7	5.NBT.B.7	

Module 2: Multi-Digit Whole Number and Decimal Fraction Operations							
Topic A	Topic B	Topic C	Topic D	Topic E	Topic F	Topic G	Topic H
Mental Strategies for Multi-Digit Whole Number Multiplication	The Standard Algorithm for Multi-Digit Whole Number Multiplication	Decimal Multi-Digit Multiplication	Measurement Word Problems with Whole Number and Decimal Multiplication	Mental Strategies for Multi-Digit Whole Number Division	Partial Quotients and Multi-Digit Whole Number Division	Partial Quotients and Multi-Digit Decimal Division	Measurement Word Problems with Multi-Digit Division
5.OA.A.1	5.OA.A.1	5.OA.A.1	5.NBT.A.1	5.NBT.A.1	5.NBT.B.6	5.NBT.A.2	5.NBT.B.6
5.NBT.A.1	5.OA.A.2	5.OA.A.2	5.NBT.A.2	5.NBT.A.2		5.NBT.B.7	5.NBT.B.7
5.NBT.A.2	5.NBT.B.5	5.NBT.A.1	5.NBT.B.5	5.NBT.B.6			
		5.NBT.A.7	5.NBT.B.7				
			5.MD.A.1				

Module 3: Addition and Subtraction of Fractions			
Topic A	Topic B	Topic C	Topic D
Equivalent Fractions	Making Like Units Pictorially	Making Like Units Numerically	Further Applications
4.NF.A.1	5.NF.A.1	5.NF.A.1	5.NF.A.1
4.NF.B.3c	5.NF.A.2	5.NF.A.2	5.NF.A.2
4.NF.B.3d			

Module 4: Multiplication and Division of Fractions and Decimal Fractions							
Topic A	Topic B	Topic C	Topic D	Topic E	Topic F	Topic G	Topic H
Line Plots of Fraction Measurements	Fractions as Division	Multiplication of a Whole Number by a Fraction	Fraction Expressions and Word Problems	Multiplication of a Fraction by a Fraction	Multiplication with Fractions and Decimals as Scaling and Word Problems	Division of Fractions and Decimal Fractions	Interpretation of Numerical Expressions
5.MD.A.2	5.NF.B.3	5.NF.B.4a	5.OA.A.1	5.NBT.B.7	5.NF.B.5	5.OA.A.1	5.OA.A.1
		5.MD.A.1	5.OA.A.2	5.NF.B.4a	5.NF.B.6	5.NBT.B.7	5.OA.A.2
			5.NF.B.4a	5.NF.B.4b		5.NF.B.7	
			5.NF.B.6	5.NF.B.6			
				5.MD.A.1			

Module 5: Addition and Multiplication with Volume and Area			
Topic A	Topic B	Topic C	Topic D
Concepts of Volume	Volume and the Operations of Multiplication and Addition	Area of Rectangular Figures with Fractional Side Lengths	Drawing, Analysis, and Classification of Two-Dimensional Shapes
5.MD.C.3	5.MD.C.3	5.NF.B.4b	5.G.B.3
5.MD.C.4	5.MD.C.5	5.NF.B.6	5.G.B.4

Module 6: Problem Solving with the Coordinate Plane					
Topic A	Topic B	Topic C	Topic D	Topic E	Topic F
Coordinate Systems	Patterns in the Coordinate Plane and Graphing Number Patterns from Rules	Drawing Figures in the Coordinate Plane	Problem Solving in the Coordinate Plane	Multi-Step Word Problems	The Years In Review: A Reflection on A Story of Units
5.G.A.1	5.OA.A.2	5.G.A.1	5.OA.B.3	5.NF.A.2	
	5.OA.B.3	5.G.A.2	5.G.A.2	5.NF.B.3	
	5.G.A.1			5.NF.B.6	
				5.NF.B.7c	
				5.MD.A.1	
				5.MD.C.5	
				5.G.A.2	

Standards by Lesson

Eureka Math does not provide a lesson-level alignment to the Louisiana Student Standards for Mathematics (LSSM). Although this work was influenced by the alignment guidance provided in Eureka Math, it does not always align perfectly with the alignment guidance provided in Eureka Math.

The numbers listed denote the Module and Lesson in which a particular standard is addressed. For example, Module 1, Lesson 1 (1.1) helps move students towards mastery of 5.NBT.A.1.

Major Work	
5.NBT.A.1	1.1, 1.2, 1.3, 1.4 2.16
5.NBT.A.2	1.1, 1.2, 1.3, 1.4 2.1, 2.10, 2.11, 2.12, 2.13, 2.14, 2.24
5.NBT.A.3	See alignment for 5.NBT.A.3a and 5.NBT.A.3b
5.NBT.A.3a	1.5, 1.6, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
5.NBT.A.3b	1.6
5.NBT.A.4	1.7, 1.8
5.NBT.B.5	2.5, 2.6, 2.6, 2.7, 2.8, 2.9 (E), 2.10, 2.11, 2.12, 2.20, 2.21, 2.22, 2.23
5.NBT.B.6	2.16, 2.17 (E), 2.18 (E), 2.19, 2.20, 2.21, 2.22, 2.23, 2.28 (E), 2.29 (E) 4.30, 4.31
5.NBT.B.7	1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16 (E) 2.10, 2.11, 2.12, 2.13, 2.14, 2.24, 2.25 (E), 2.26, 2.27, 2.28 (E), 2.29 (E) 4.17, 4.18, 4.29, 4.30, 4.31
5.NF.A.1	3.3, 3.4, 3.5, 3.6, 3.9, 3.10, 3.11, 3.12, 3.14 (E)
5.NF.A.2	See alignment for 5.NBT.A.3a and 5.NBT.A.3b

Major Work	
5.NF.A.2a	3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14 (E), 3.15 4.10, 4.11, 4.12
5.NF.A.2b	3.13
5.NF.B.3	4.2, 4.3, 4.4 (R), 4.5
5.NF.B.4	4.8 (E), 4.9, 4.13, 4.14, 4.15, 4.17, 4.18
5.NF.B.4a	4.6, 4.7
5.NF.B.4b	4.13, 4.14, 4.15
5.NF.B.4c	
5.NF.B.4d	4.13, 4.14, 4.15, 4.17 5.10, 5.11, 5.12, 5.13, 5.14, 5.15
5.NF.B.5	See alignment for 5.NF.B.5a, 5.NF.B.5b, 5.NF.B.5c, and 5.NF.B.5d
5.NF.B.5a	4.21, 4.22, 4.23, 4.32
5.NF.B.5b	4.22, 4.23
5.NF.B.5c	4.22, 4.23
5.NF.B.5d	4.21, 4.22, 4.23, 4.30, 4.31
5.NF.B.6	4.6, 4.7, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.22, 4.24 5.12, 5.13, 5.14, 5.15
5.NF.B.7	See alignment for 5.NF.B.7a, 5.NF.B.7b, and 5.NF.B.7c
5.NF.B.7a	4.26, 4.28 (E)
5.NF.B.7b	4.25, 2.48 (E), 4.29
5.NF.B.7c	4.25, 4.26, 4.27, 4.28, 4.33 (E)

Major Work	
5.MD.C.3	See alignment for 5.MD.C.3a and 5.MD.C.3b
5.MD.C.3a	5.1
5.MD.C.3b	5.2, 5.3, 5.5 (E)
5.MD.C.4	5.1, 5.2, 5.3
5.MD.C.5	5.3
5.MD.C.5a	5.4, 5.5
5.MD.C.5b	5.6, 5.7, 5.8 (E), 5.9 (E)
5.MD.C.5c	5.6, 5.8 (E), 5.9 (E)

Supporting Work	
5.MD.A.1	1.4 2.13, 2.14, 2.15 4.9, 4.19, 4.20 5.5 (E)
5.MD.B.2	4.1, 4.10

Additional Work	
5.OA.A.1	2.1, 2.3, 2.4, 2.5 4.10, 4.32
5.OA.A.2	2.3, 2.4 4.10, 4.32
5.OA.B.3	6.7
5.G.A.1	6.2, 6.3, 6.3, 6.5 (E), 6.6 (E), 6.7, 6.8, 6.9, 6.10 (E), 6.11 (E), 6.12 (E), 6.13 (E), 6.14 (E), 6.15 (E), 6.16, 6.17 (E), 6.18 (E), 6.20
5.G.A.2	6.4 (E), 6.6 (E), 6.7, 6.8, 6.9, 6.10 (E), 6.11 (E), 6.12 (E), 6.13 (E), 6.14 (E), 6.15 (E), 6.16, 6.17 (E), 6.18 (E), 6.19, 6.20
5.G.B.3	5.16, 5.17, 5.18, 5.19, 5.21
5.G.B.4	5.16, 5.17, 5.18, 5.19, 5.20, 5.21