

SOL Instruction Tracking Form

Grade 5 Mathematics

Place the SOL Instruction Tracking Form after the VGLA Collection of Evidence (COE) Coversheet. Use the SOL Instruction Tracking Form to track the evidence collected for submission.

5.1 The student will	
a)	read the place values of decimals through thousandths,
	write the place values of decimals through thousandths, and
	identify the place values of decimals through thousandths;
b)	round decimal numbers to the nearest tenth or hundredth; and
c)	compare the values of two decimals through thousandths, using the symbols $>$, $<$, or $=$.
5.2 The student will	
a)	recognize and name commonly used fractions in their equivalent decimal form and vice versa
	halves,
	fourths,
	fifths,
	eighths, and
	tenths; and
b)	order a given set of
	fractions from least to greatest and
	decimals from least to greatest.
	Fractions will include like and unlike denominators limited to 12 or less, and mixed numbers.
5.3 The student will create and solve problems involving addition, subtraction, multiplication, and division of whole numbers, using	
	paper and pencil,
	estimation,
	mental computation, and
	calculators.
5.4 The student will find the sum, difference, and product of two numbers expressed as decimals through thousandths, using an appropriate method of calculation, including	
	paper and pencil,
	estimation,
	mental computation, and
	calculators.
5.5 The student, given a dividend of four digits or fewer and a divisor of two digits or fewer, will	
	find the quotient and remainder.
5.6 The student, given a dividend expressed as a decimal through thousandths and a single-digit divisor, will	
	find the quotient.

5.7 The student will	
	add and subtract with fractions and mixed numbers,
	with and without regrouping, and
	express answers in simplest form.
	<i>Problems will include like and unlike denominators limited to 12 or less.</i>
5.8 Given the appropriate measures the student will describe and determine the	
	perimeter of a polygon,
	area of a square,
	area of a rectangle, and
	right triangle,.
5.9 The student will identify and describe the	
	diameter of a circle,
	radius of a circle,
	chord of a circle, and
	circumference of a circle.
5.10 The student will	
	differentiate between
	perimeter,
	area, and
	volume; and
	identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.
5.11 The student will choose an appropriate measuring device and unit of measure to solve problems involving measurement of	
a)	length
	part of an inch ($\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$),
	inches,
	feet,
	yards,
	miles,
	millimeters,
	centimeters,
	meters, and
kilometers;	
b)	weight/mass
	ounces,
	pounds,
	tons,
	grams, and kilograms;
c)	liquid volume
	cups,
	pints,
	quarts,
	gallons,
	milliliters, and liters;

d)	area
	square units; and
e)	temperature
	Celsius units and
	Fahrenheit units.
	<i>Problems also will include estimating the conversion of Celsius and Fahrenheit units relative to familiar situations (water freezes at 0°C and 32°F, water boils at 100°C and 212°F, normal body temperature is about 37°C and 98.6°F).</i>
5.12 The student will	
	determine an amount of elapsed time in hours and minutes within a 24-hour period.
5.13 The student will	
	measure and draw
	right angles,
	acute angles,
	obtuse angles, and angles and triangles using appropriate tools.
5.14 The student will classify	
	angles as right, acute, or obtuse. and triangles as right, acute, or obtuse.
5.15 The student, using two-dimensional (plane) figures (square, rectangle, triangle, parallelogram, rhombus, kite, and trapezoid) will	
a)	recognize,
	identify,
	describe, and
	analyze their properties in order to develop definitions of these figure;
b)	identify and explore
	congruent,
	noncongruent, and similar figures;
c)	investigate and describe the results of
	combining shapes and subdividing shapes;
d)	identify a line of symmetry and
	describe a line of symmetry;
e)	recognize the images of figures resulting from geometric transformations such as translation (slide), reflection (flip), or rotation (turn).
5.16 The student will identify, compare, and analyze properties of three-dimensional (solid) geometric shapes	
	cylinder,
	cone,
	cube,
	square pyramid, and
	rectangular prism.

5.17 The student will	
a)	solve problems involving the probability of a single event by using tree diagrams or by constructing a sample space representing all possible results;
b)	predict the probability of outcomes of simple experiments,
	representing it with fractions or decimals from 0 to 1, and test the prediction; and
c)	create a problem statement involving probability and based on information from a given problem situation. Students will not be required to solve the created problem statement.
5.18 The student will, given a problem situation, collect, organize, and display a set of numerical data in a variety of forms, using	
	bar graphs to draw conclusions and make predictions,
	stem-and-leaf plots to draw conclusions and make predictions, and
	line graphs to draw conclusions and make predictions.
5.19 The student will find the	
	mean of a set of data,
	median of a set of data,
	mode of a set of data, and
	range of a set of data.
5.20 The student will analyze the structure of numerical and geometric patterns (how they change or grow) and express the relationship, using words, tables, graphs, or a mathematical sentence.	
	concrete materials and
	calculators will be used.
5.21 The student will	
a)	investigate the concept of variable and describe the concept of variable;
b)	use a variable expression to represent a given verbal quantitative expression, involving one operation; and
c)	write an open sentence to represent a given mathematical relationship, using a variable.
5.22 The student will	
	create a problem situation based on a given open sentence using a single variable.

Submit Quarterly to the building level administrator/designee for review:

Date Submitted/Initials	Date Submitted/Initials	Date Submitted/Initials	Date Submitted/Initials