
Fifth Grade Mathematics

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Fifth Grade Mathematics

Prerequisite:

- Successful completion of fourth grade.

Course Description:

The Fifth Grade Mathematics course focuses on developing fluency with addition and subtraction of fractions, developing an understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions), extending division to 2-digit divisors, integrating decimal fractions into the place value system developing understanding of operations with decimals to hundredths, developing fluency with whole number and decimal operations; and developing understanding of volume. Students develop an understanding of the place value system, perform operations with multi-digit whole numbers and with decimals to hundredths, use equivalent fractions as a strategy to add and subtract fractions, apply and extend previous understandings of multiplication and division to multiply and divide fractions, and understand concepts of volume and relate volume to multiplication and to addition.

Special Education:

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

**Dunmore School District
Curriculum Guide**

Year-at-a-glance

Subject: Mathematics	Grade Level: 5	Date Completed: 3/5/2019
-----------------------------	-----------------------	---------------------------------

1st Quarter

Topic	Resources	Standards
Place Value	Envision Math Common Core-Topic 1	CC.2.1.5.B.1, M05.A-T.1.1.1, M05.A-T.1.1.2, M05.A-T.1.1.3, M05.A-T.1.1.4, M05.A-T.1.1.5
Adding and Subtracting Decimals	Envision Math Common Core-Topic 2	CC.2.1.5.B.2, M05.A-T.2.1.1, M05.A-T.2.1.2, M05.A-T.2.1.3
Multiplying Whole Numbers and Decimals	Envision Math Common Core-Topic 3 and 6	CC.2.1.5.B.2, M05.A-T.2.1.1, M05.A-T.2.1.2, M05.A-T.2.1.3
Dividing Whole Numbers and Decimals by Whole Numbers	Envision Math Common Core-Topic 4,5,7	CC.2.1.5.B.2, M05.A-T.2.1.1, M05.A-T.2.1.2, M05.A-T.2.1.3

**Dunmore School District
Curriculum Guide**

2nd Quarter

Topic	Resources	Standards
Dividing Whole Numbers and Decimals by Whole Numbers	Envision Math Common Core-Topic 4,5,7	CC.2.1.5.B.2, M05.A-T.2.1.1, M05.A-T.2.1.2, M05.A-T.2.1.3
Analyze Patterns and Relationships	Envision Math Common Core-Topic 8	CC.2.2.5.A.4, M05.B-0.2.1.1, M05.B-0.2.1.2
Order of Operations	Online Resources	CC.2.2.5.A.1, M05.B-0.1.1.1, M05.B-0.1.1.2
Adding and Subtracting Fractions and Mixed Numbers with Unlike Denominators	Envision Math Common Core-Topic 9 and 10	CC.2.1.5.C.1, M05.A-F.1.1.1

**Dunmore School District
Curriculum Guide**

3rd Quarter

Topic	Resources	Standards
Volume of Solids	Envision Math Common Core-Topic 12	CC.2.4.5.A.5, M05.D-M.3.1.1,M05.D-M.3.1.2
Units of Measure	Envision Math Common Core-Topic 13	CC.2.4.5.A.1, M05.D-M.1.1.1
Data	Envision Math Common Core- Topic 14	CC.2.4.5.A.2, CC.2.4.5.A.4, M05.D-M.2.1.1 , M05.D-M.2.1.2
Classifying Plane Figures	Envision Math Common Core- Topic 15	CC.2.3.5.A.2, M05.C-G.2.1.1
Coordinate Geometry	Envision Math Common Core- Topic 16	CC.2.3.5.A.1, M05.C-G.1.1.1, M05.C-G.1.1.2

**Dunmore School District
Curriculum Guide**

4th Quarter

Topic	Resources	Standards
Coordinate Geometry	Envision Math Common Core- Topic 16	CC.2.3.5.A.1, M05.C-G.1.1.1, M05.C-G.1.1.2
Review		
Step up to 6th Grade		

**Dunmore School District
Curriculum Guide**

General Topic	Anchor Descriptor	Eligible Content, Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
	PA Core Standards				
Place Value	<p>M05.A-T.1.1.1 Demonstrate understanding of place-value of whole numbers and decimals, and compare quantities or magnitudes of numbers.</p> <hr/> <p>CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.</p>	<p>M05.A-T.1.1.1 Demonstrate an understanding that in a multi-digit number, a digit in one place represents $\frac{1}{10}$ of what it represents in the place to its left. Example: Recognize that in the number 770, the 7 in the tens place is $\frac{1}{10}$ the 7 in the hundreds place.</p> <p>M05.A-T.1.1.2 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. Example 1: $4 \times 102 = 400$ Example 2: $0.05 \div 103 = 0.00005$</p> <p>M05.A-T.1.1.3 Read and write decimals to thousandths using</p>	<p>Envision: Topic 1 Place Value Relationship (1.1)</p> <p>Tenths, hundredths, thousandths (1.2 and 1.3)</p> <p>Decimal Place Value (1.4)</p> <p>Comparing Decimals (1.5)</p> <p>Problem Solving (1.6)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	12 days

**Dunmore School District
Curriculum Guide**

		<p>base-ten numerals, word form, and expanded form. Example: $347.392 = 300 + 40 + 7 + 0.3 + 0.09 + 0.002 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (0.1) + 9 \times (0.01) + 2 \times (0.001)$</p> <p>M05.A-T.1.1.4 Compare two decimals to thousandths based on meanings of the digits in each place using $>$, $=$, and $<$ symbols.</p> <p>M05.A-T.1.1.5 Round decimals to any place (limit rounding to ones, tenths, hundredths, or thousandths place).</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • digits • value • standard form • expanded form • word form • equivalent decimals 			
Adding and Subtracting Decimals	M05.A-T.2.1 Use whole numbers and decimals to compute accurately (straight computation or word problems).	<p>M05.A-T.2.1.1 Multiply multi-digit whole numbers (not to exceed three-digit by three-digit).</p> <p>M05.A-T.2.1.2 Find whole-</p>	<p>Envision: Topic 2</p> <p>Mental Math (2.1) Rounding Decimals (2.2)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	12 days

**Dunmore School District
Curriculum Guide**

	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p>	<p>number quotients of whole numbers with up to four-digit dividends and two-digit divisors. M05.A-T.2.1.3 Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Commutative Property • Associative Property • compensation • compatible numbers • rounding 	<p>Estimating Sums and Differences (2.3)</p> <p>Adding and subtracting decimals (2.5-2.6)</p> <p>Multiple Step Problems (2.7)</p>		
<p>Dividing Whole Numbers and Decimals by Whole Numbers</p>	<p>M05.A-T.2.1 Use whole numbers and decimals to compute accurately (straight computation or word problems).</p> <hr/> <p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p>	<p>M05.A-T.2.1.1 Multiply multi-digit whole numbers (not to exceed three-digit by three-digit).</p> <p>M05.A-T.2.1.2 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors. M05.A-T.2.1.3 Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).</p> <p><u>Vocabulary</u></p>	<p>Envision: Topic 4</p> <p>Dividing by multiples of 10 and 100 (4.1)</p> <p>Estimating quotients (4.2)</p> <p>Dividing by one digit divisors (4.4, 4.5, 4.6)</p> <p>Write an Equation (4.7)</p> <p>Envision: Topic 5</p> <p>Using patterns to divide (5.1)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>18 days</p>

**Dunmore School District
Curriculum Guide**

		<ul style="list-style-type: none"> • dividend • divisor • quotient • remainder • decimal 	<p>Estimating quotients (5.2)</p> <p>Dividing multiples of 10 (5.4)</p> <p>One, two digit, and greater Quotients (5.5, 5.6, and 5.7)</p> <p>Problem Solving (5.8)</p> <p>Envision: Topic 7</p> <p>Dividing decimals by 10, 100, or 1000 (7.1)</p> <p>Estimating decimal quotients (7.2) Dividing a decimal by a whole number(7.4)</p>		
Analyze Patterns and Relationships	<p>M05.B-O.2.1 Create, extend, and analyze patterns.</p> <hr/> <p>CC.2.2.5.A.4 Analyze patterns and</p>	<p>M05.B-O.2.1.1 Generate two numerical patterns using two given rules. Example: Given the rule “add 3” and the starting</p>	<p>Envision: Topic 8</p> <p>Variables and Expressions(8.1)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online.</p>	8 days

**Dunmore School District
Curriculum Guide**

	relationships using two rules.	<p>number 0 and given the rule “add 6” and the starting number 0, generate terms in the resulting sequences.</p> <p>M05.B-O.2.1.2 Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules. Example: Given two patterns in which the first pattern follows the rule “add 8” and the second pattern follows the rule “add 2,” observe that the terms in the first pattern are 4 times the size of the terms in the second pattern.</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • variable • algebraic expression • corresponding • sequence, term • order of operations 	<p>Order of Operations (8.2)</p> <p>Evaluating Expressions (8.3)</p> <p>Addition and Subtraction Expressions (8.4)</p> <p>Multiplying and Division Expressions (8.5)</p> <p>Patterns Extending Tables (8.6)</p> <p>Problem Solving (8.7)</p>	(Optional)	
Order of Operations	M05.B-O.1.1 Analyze and complete calculations by applying the order of operations.	M05.B-O.1.1.1 Use multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluate		<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online.</p>	8 days

**Dunmore School District
Curriculum Guide**

	<p>CC.2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations.</p>	<p>expressions containing these symbols.</p> <p>M05.B-O.1.1.2 Write simple expressions that model calculations with numbers and interpret numerical expressions without evaluating them. Example 1: Express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Example 2: Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$ without having to calculate the indicated sum or product.</p>		(Optional)	
<p>Adding and Subtracting Fractions and Mixed Numbers with Unlike Denominators</p>	<p>M05.A-F.1.1.1 Solve addition and subtraction problems involving fractions (straight computation or word problems). CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.</p>	<p>M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.) Example: $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • benchmark fractions • least common denominator mixed 	<p>Envision: Topic 9</p> <p>Estimating Sums and Differences (9.2) Adding fractions with unlike denominators (9-3)</p> <p>Subtracting fractions with unlike denominators (9.4)</p> <p>More adding and</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>20 days</p>

**Dunmore School District
Curriculum Guide**

		number	Subtracting (9.5) Problem Solving (9.6 and 9.7) Envision: Topic 10 Sums and Differences (10.1) Adding mixed numbers (10-3) Subtracting mixed numbers (10.4) More adding and Subtracting (10.5) Problem Solving (10.6)		
Multiplying and Dividing Fractions	M05.A-F.2.1 Solve multiplication and division problems involving fractions and whole numbers (straight computation or word problems). CC.2.1.5.C.2 Apply and extend previous understandings of multiplication	M05.A-F.2.1.1 Solve word problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers). M05.A-F.2.1.2 Multiply a fraction (including mixed	Envision: Topic 11 Multiplying fractions and whole numbers (11.1) Multiplication as scaling	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional)	18 days

**Dunmore School District
Curriculum Guide**

	and division to multiply and divide fractions.	<p>numbers) by a fraction.</p> <p>M05.A-F.2.1.3 Demonstrate an understanding of multiplication as scaling (resizing). Example 1: 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. Example 2: 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.</p> <p>M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions.</p>	<p>(11.2)</p> <p>Estimating Products (11.3)</p> <p>Multiplying two fractions (11.4)</p> <p>Multiplying mixed numbers (11.6)</p> <p>Problem Solving (11.7)</p> <p>Fractions and Division (11.8)</p> <p>Fractions, mixed numbers, and decimals (11.9)</p> <p>Dividing fractions and by fractions (11.10 and 11.11)</p>		
--	--	---	--	--	--

**Dunmore School District
Curriculum Guide**

		<u>Vocabulary</u> <ul style="list-style-type: none"> • resizing • scaling • reciprocal 			
Volume of Solids	<p>M05.D-M.3.1 Use, describe, and develop procedures to solve problems involving volume.</p> <hr/> <p>CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.</p>	<p>M05.D-M.3.1.1 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. Formulas will be provided.</p> <p>M05.D-M.3.1.2 Find volumes of solid figures composed of two non-overlapping right triangular prisms</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • cube • edge • prism • volume • cubic unit 	<p>Envision: Topic 12</p> <p>Volume of Solids Models and Volume (12.1)</p> <p>Volume (12.2)</p> <p>Combining Volume(12.3)</p> <p>Problem Solving Using Objects and Reasoning (12.4)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	5 days

**Dunmore School District
Curriculum Guide**

Units of Measure	<p>M05.D-M.1.1 Solve problems using simple conversions (may include multistep, real-world problems).</p> <hr/> <p>CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.</p>	<p>M05.D-M.1.1.1 Convert between different-sized measurement units within a given measurement system. A table of equivalencies will be provided. Example: Convert 5 cm to meters.</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • customary • metric 	<p>Envision: Topic 13</p> <p>Converting Customary Units of Length (13.1)</p> <p>Converting Customary Units of Capacity (13.2)</p> <p>Converting Customary Units of Weight (13.3)</p> <p>Converting Metric Units of Length (13.4)</p> <p>Converting Metric Units of Capacity (13.5)</p> <p>Converting Units of Mass (13.6)</p> <p>Problem Solving: Multiple-Step Problems (13.7)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	5 days
Data	<p>M05.D-M.2.1 Organize, display, and answer questions based on data.</p> <hr/> <p>CC.2.4.5.A.2 Represent and interpret data using appropriate scale.</p>	<p>M05.D-M.2.1.1 Solve problems involving computation of fractions by using information presented in line plots.</p> <p>M05.D-M.2.1.2 Display and</p>	<p>Envision: Topic 14</p> <p>Line Plots (14.1)</p> <p>Data from Surveys (14.2)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	8 days

**Dunmore School District
Curriculum Guide**

	<p>CC.2.4.5.A.4 Solve problems involving computation of fractions using information provided in a line plot.</p>	<p>interpret data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs, and use a title, appropriate scale, and labels. A grid will be provided</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • data • frequency table • line plot • outlier • sample • survey 	<p>Making Line Plots(14.3)</p> <p>Measurement Data(14.4)</p> <p>Problem Solving:Writing to Explain (14.5)</p>		
Classifying Plane Figures	<p>M05.C-G.2.1 Use basic properties to classify two-dimensional figures.</p> <hr/> <p>CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties.</p>	<p>M05.C-G.2.1.1 Classify two-dimensional figures in a hierarchy based on properties. Example 1: All polygons have at least three sides, and pentagons are polygons, so all pentagons have at least three sides. Example 2: A rectangle is a parallelogram, which is a quadrilateral, which is a polygon; so, a rectangle can be classified as a parallelogram, as a quadrilateral, and as a polygon.</p> <p><u>Vocabulary</u></p>	<p>Envision: Topic 15</p> <p>Polygons(15.1)</p> <p>Triangles (15.2)</p> <p>Quadrilaterals (15.3)</p> <p>Special Quadrilaterals(15.4)</p> <p>Classifying Quadrilaterals (15.5)</p> <p>Problem Solving: Make and Test Generalizations (15.6)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	5 days

Dunmore School District
Curriculum Guide

		<ul style="list-style-type: none">• polygon• regular polygon• triangle• quadrilateral• pentagon• hexagon• octagon• equilateral triangle• isosceles triangle• scalene triangle• right triangle• obtuse triangle• acute triangle• parallelogram• trapezoid• rectangle• rhombus• square• generalization			
--	--	--	--	--	--

**Dunmore School District
Curriculum Guide**

<p>Coordinate Geometry</p>	<p>M05.C-G.1.1 Identify parts of a coordinate grid and describe or interpret points given an ordered pair.</p> <hr/> <p>CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.</p>	<p>M05.C-G.1.1.1 Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate). Limit the coordinate plane to quadrant I.</p> <p>M05.C-G.1.1.2 Represent real-world and mathematical problems by plotting points in quadrant I of the coordinate plane and interpret coordinate values of points in the context of the situation.</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • coordinate grid • x-axis • y-axis • origin • ordered pair • x-coordinate • y-coordinate 	<p>Envision: Topic 16</p> <p>Coordinate Geometry Ordered Pairs (16.1)</p> <p>Patterns and Graphing (16.2 and 16.3)</p> <p>Graphing Number Patterns (16.4)</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>9 days</p>
<p>Review</p>			<p>Review of chosen fifth grade concepts</p>		<p>10 days</p>

Dunmore School District
Curriculum Guide

Step up to 6 th Grade			Algebraic expressions, positive and negative numbers, Understand ordering and absolute value of rational numbers		30 days
-------------------------------------	--	--	---	--	---------

**Dunmore School District
Curriculum Guide**

Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Place Value	<ul style="list-style-type: none"> Manipulatives Visual Aids Small group reteach One-on-One Instruction Scratch paper provided for additional work space Modified Assignments (e.g. but not limited to) to less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided 		<p>Assessments:</p> <ul style="list-style-type: none"> Additional Work Space Test orally read to student Highlight material Extended time to complete Modified Assessments (e.g. but not limited to) less problems on page, reduce the number of questions on page larger font work space provided highlight directions, highlight operation signs example problems provided Change testing location Student use of a highlighter <p>Suggested Time: 12 days as specified by curriculum with additional time as needed per individual student</p>
Adding and Subtracting Decimals	<ul style="list-style-type: none"> Manipulatives Visual Aids Small group reteach One-on-One Instruction Scratch paper provided for additional work space Modified Assignments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided Use of Calculator Graph Paper 		<p>Assessments:</p> <ul style="list-style-type: none"> Additional Work Space Test orally read to student Highlight material Extended time to complete Graph paper Modified Assessments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided Change testing location Student use of a highlighter Use of Calculator <p>Suggested Time: 12 days as specified by curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Dividing Whole Numbers and Decimals by Whole Numbers	<ul style="list-style-type: none"> Visual Aids Multiplication Chart Small group reteach One-on-One Instruction Scratch paper provided for additional work space Modified Assignments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided 		<p>Assessments:</p> <ul style="list-style-type: none"> Additional Work Space Test orally read to student Highlight material Extended time to complete Modified Assessments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided Use of Calculator Change testing location Student use of a highlighter <p>Suggested Time: 18 days as specified by curriculum with additional time as needed per individual student</p>
Analyze Patterns and Relationships	<ul style="list-style-type: none"> Visual Aids Small group reteach One-on-One Instruction Scratch paper provided for additional work space Multiplication Chart Modified Assignments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided Calculator 		<p>Assessments:</p> <ul style="list-style-type: none"> Additional Work Space Test orally read to student Highlight material Extended time to complete Modified Assessments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs example problems provided Use of Calculator Change testing location Student use of a highlighter Multiplication Chart <p>Suggested Time: 8 days as specified by curriculum with additional as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Order of Operations	<ul style="list-style-type: none"> • Visual Aid • Small group reteach • One-on-One Instruction • Scratch paper provided for additional work space • Modified Assignments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided • Calculator • Multiplication Chart 	<ul style="list-style-type: none"> • parentheses • brackets 	<p>Assessments:</p> <ul style="list-style-type: none"> • Additional Work Space • Test orally read to student • Highlight material • Extended time to complete • Modified Assessments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided • Calculator • Change testing location • Student use of a highlighter <p>Suggested Time: 8 days as specified by curriculum with additional time as needed per individual student</p>
Adding and Subtracting Fractions and Mixed Numbers with Unlike Denominators	<ul style="list-style-type: none"> • Manipulatives • Visual Aids • Small group reteach • One-on-One Instruction • Scratch paper provided for additional work space • Modified Assignments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided • Calculator 	<ul style="list-style-type: none"> • numerator • denominator 	<p>Assessments:</p> <ul style="list-style-type: none"> • Additional Work Space • Test orally read to student • Highlight material • Extended time to complete • Modified Assessments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problem provided • Calculator • Change testing location • Student use of a highlighter <p>Suggested Time: 20 days as specified by curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Multiplying and Dividing Fractions	<ul style="list-style-type: none"> Manipulatives Multiplication Chart Visual Aids Calculator Small group reteach One-on-One Instruction Scratch paper provided for additional work space Modified Assignments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided 	<ul style="list-style-type: none"> numerator denominator mixed number 	<p>Assessments:</p> <ul style="list-style-type: none"> Additional Work Space Test orally read to student Multiplication Chart Calculator Highlight material Extended time to complete Modified Assessments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided Change testing location Student use of a highlighter <p>Suggested Time: 18 days as specified by curriculum with additional time as needed per individual student</p>
Volume of Solids	<ul style="list-style-type: none"> Manipulatives Time tables chart Visual Aids Small group reteach One-on-One Instruction Scratch paper provided for additional work space Modified Assignments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided Calculator 	<ul style="list-style-type: none"> length width height prism unit base area greater than less than equal to formula combine 	<p>Assessments:</p> <ul style="list-style-type: none"> Additional Work Space Test orally read to student Highlight material Extended time to complete Times table chart Modified Assessments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided Change testing location Student use of a highlighter <p>Suggested Time: 5 days as specified by curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Units of Measure	<ul style="list-style-type: none"> Manipulatives Visual Aids Small group reteach One-on-One Instruction Calculator Scratch paper provided for additional work space Modified Assignments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided 	<ul style="list-style-type: none"> yard foot inch mile gallon quarts pints cups fluid ounces pound ton ounces kilometer hectometer dekameter meter decimeter centimeter millimeter convert greater than less than equal to 	<p>Assessments:</p> <ul style="list-style-type: none"> Additional Work Space Test orally read to student Highlight material Extended time to complete Calculator Modified Assessments (e.g. but not limited to) problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided Change testing location Student use of a highlighter <p>Suggested Time: 5 days as specified by curriculum with additional time as needed per individual student</p>
Data	<ul style="list-style-type: none"> Manipulatives Visual Aids Calculator Small group reteach One-on-One Instruction Scratch paper provided for additional work space Modified Assignments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided 	<ul style="list-style-type: none"> tally pound cups grams inches feet miles minutes difference 	<p>Assessments:</p> <ul style="list-style-type: none"> Additional Work Space Test orally read to student Highlight material Calculator Extended time to complete Modified Assessments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided Change testing location Student use of a highlighter <p>Suggested Time: 8 days as specified by curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Classifying Plane Figures	<ul style="list-style-type: none"> Manipulatives Visual Aids Small group reteach One-on-One Instruction Scratch paper provided for additional work space Modified Assignments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided 	<ul style="list-style-type: none"> vertices angles parallel 	<p>Assessments:</p> <ul style="list-style-type: none"> Additional Work Space Test orally read to student Highlight material Extended time to complete Modified Assessments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided Change testing location Student use of a highlighter <p>Suggested Time: 5 days as specified by curriculum with additional time as needed per individual student</p>
Coordinate Geometry	<ul style="list-style-type: none"> Manipulatives Visual Aids Small group reteach One-on-One Instruction Scratch paper provided for additional work space Modified Assignments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided 	<ul style="list-style-type: none"> plot coordinates generate analyze compare 	<p>Assessments:</p> <ul style="list-style-type: none"> Additional Work Space Test orally read to student Highlight material Extended time to complete Modified Assessments (e.g. but not limited to) less problems on page, reduce the number of questions on page, larger font, work space provided, highlight directions, highlight operation signs, example problems provided Change testing location Student use of a highlighter <p>Suggested Time: 9 days as specified by curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Review	As listed above		
Step up to 6 th Grade	As listed above		