New York State Next Generation Mathematics Learning Standards		
Grade 5 Crosswalk		
Operations and Algebraic Thinking		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Write and interpret numerical expressions.		

New York State Next Generation Mathematics Learning Standards
Grade 5 Crosswalk

NYSED

New York State Next Generation Mathematics Learning Standards		
Grade 5 Crosswalk		
Number and Operations - Fractions		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Apply and extend previous understandings of multiplications and division to multiply and divide fractions.	**5.NF.3** Interpret a fraction as division of the numerator by the denominator *(a/b = a ÷ b)*. Solve word probleb79d1 0 0 1 243.86149.98	

New York State Next Generation Mathematics Learning Standards		
Grade 5 Crosswalk		
Number and Operations - Fractions		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
Apply and extend previous understandings of multiplications and division to multiply and divide fractions.	**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) × q* as *a* parts of a partition of *q* into *b* equal parts; equivalently, as the result of a sequence of operations *a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)* 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 fracti8 240.29 3598004 1358.27 r	

New York State Next Generation Mathematics Learning Standards

Grade 5 Crosswalk

Number and Operations - Fractions

Cluster	NYS P-12 CCLS	NYS Next Generation Learning Standard
Apply and extend previous understandings of multiplications and division to multiply and divide fractions.	previous understandings of ...ons by whole numbers and ...non-zero ...example, ...del to	
	c. Solve ... fractions by ... whole numbers by ... fraction models and equatio... *For example, how much chocolate will ea... share 1/2 lb of chocolate equally? How many 1/3-c... cups of raisins?* Note: Students able to multiply fractions in general can develop	

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New York State Next Generation Mathematics Learning Standards		
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Measurement and Data		
Cluster	**NYS P-12 CCLS**	**NYS Next Generation Learning Standard**
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.	**NY-5.MD.1** Convert among different-sized standard measurement units within a given measurement system **when the conversion factor is given.** Use these conversions in solving multi

Cluster