



# Common Core State Standards At-a-Glance Transition Documents Fifth Grade

S<sup>2</sup>TEM Centers SC  
[www.s2temsc.org](http://www.s2temsc.org)

S<sup>2</sup>TEM Centers SC are a statewide system of support for improving instruction and increasing student achievement in mathematics and science. S<sup>2</sup>TEM Centers SC, like S<sup>2</sup>MART Centers before them, are an initiative of South Carolina's Coalition for Mathematics and Science. The S<sup>2</sup>TEM Centers SC seek to work collaboratively with STEM-oriented partners in education, business and government.



## **Preface**

The S<sup>2</sup>TEM Centers SC At-a-Glance Transition Documents were created in response to a request by district leaders for a quick overview of the magnitude of the changes as South Carolina moves from the 2007 SC Academic Standards for Mathematics to the Common Core State Standards for Mathematics (CCSSM). These documents do not provide a detailed analysis of the CCSSM or include all of the sub-skills that might need to be taught to ensure mastery of the standard, nor do they replace the current Support Documents for Mathematics that is available for Kindergarten through Algebra 1. More robust instructional resources will be created as SC gets closer to full implementation of the CCSSM.

In addition to the S<sup>2</sup>TEM Centers SC At-a-Glance Transition Documents, educators should have copies of the CCSSM from [www.corestandards.org](http://www.corestandards.org), as well as the appendices that accompany the standards. Specifically, K-8 educators will need access to the CCSSM glossary which includes tables 1, 2, and 3 to completely understand the intent of the standards.

The format of the documents is:

- Bulleted list of content that is new to the given grade level
- Bulleted list of content that is no longer included in the standards for the given grade level
- Four column table showing: Common Core State Standard, Understanding CCSS: Notes and Examples, 2007 SC Academic Standard, Major Changes

Throughout this document, the Common Core State Standards are identified by grade level, domain, and standard number. So, for example, 3.NBT.2 refers to the 3rd grade Number and Operations in Base Ten standard #2.

Please note: The CCSSM identifies a list of 8 Standards for Mathematical Practice in addition to the content standards for each grade. These mathematical practices are similar to NCTM's Process Standards. The Standards for Mathematical Practice identify the "habits of mind" used by proficient mathematics students. They are: (1) Make sense of problems and persevere in solving them, (2) Reason abstractly and quantitatively, (3) Construct viable arguments and critique the reasoning of others, (4) Model with mathematics, (5) Use appropriate tools strategically, (6) Attend to precision, (7) Look for and make use of structure, (8) Look for and express regularity in repeated reasoning.

As with any curriculum document, the S<sup>2</sup>TEM Center SC At-a-Glance Transition Documents are updated regularly to ensure accuracy of information. The date of the most recent edits is noted in the footer on each page of the documents. Please contact the S<sup>2</sup>TEM Centers SC CCSSM team at [ccss.s2temsc@gmail.com](mailto:ccss.s2temsc@gmail.com) with edits, refinements, and questions. Thank you.

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## **Grade 5 Overview**

“In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing 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); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.” *Common Core State Standards for Mathematics*

### **Operations and Algebraic Thinking (5.OA)**

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

### **Number and Operations in Base Ten (5.NBT)**

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

### **Number and Operations—Fractions (5.NF)**

- 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.

### **Measurement and Data (5.MD)**

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

### **Geometry (4.G)**

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

## FIFTH GRADE CHANGES AT-A-GLANCE

### What content is NEW to 5<sup>th</sup> Grade?

- Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. (5.OA. 1)
- Explain patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10 (5.NBT.2)
- Use place value understanding to round decimals to any place (5.NBT.4)
- Fluently multiply multi-digit whole numbers using the standard algorithm. (5.NBT.5)
- Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (5.NBT.6)
- Add, subtract, multiply and divide decimals to hundredths (5.NBT.7)
- Add and subtract fractions with unlike denominators (5. NF.1)
- Solve word problems involving addition and subtraction of fractions (5. NF.2)
- Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. (5.NF.4)
- Interpret multiplication as scaling. (5.NF.5)
- Solve real world problems involving multiplication of fractions and mixed numbers. (5.NF.6)
- Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5.NF.7)
- Define a coordinate system. Represent the location of points in the first quadrant with ordered pairs. (5.G.1)
- Make a line plot. Use operations on fractions for this grade to solve problems involving information presented in line plots. (5.MD.2)

**Note: The Common Core State Standards are identified by grade level, domain, and standard number. So, for example, 5.OA.1 refers to the 5th grade Operations and Algebraic Thinking standard #1.**

## FIFTH GRADE CHANGES AT-A-GLANCE

### What content will no longer be included in the 5<sup>th</sup> Grade Standards?\*

- Apply an algorithm to add and subtract decimals through thousandths
- Apply an algorithm to divide whole numbers fluently
- Understand the relationship among the divisor, dividend and quotient
- Classify numbers as prime, composite, or neither
- Generate strategies to find the greatest common factor and the least common multiple of two whole numbers
- Apply divisibility rules for 3, 6, and 9
- Analyze patterns and functions with words, tables and graphs
- Identify applications of commutative, associative, and distributive properties with whole numbers
- Analyze situations that show change over time
- Use appropriate tools and units to measure objects to the precision of one-eighth inch
- Use a protractor to measure angles from 0 to 180 degrees
- Apply formulas to determine the perimeters and areas of triangles, rectangles, and parallelograms
- Apply procedures to determine the amount of elapsed time in hours, minutes, and seconds in a 24-hour period
- Understand the relationship between Celsius and Fahrenheit
- Design a mathematical investigation to address a question
- Analyze how data-collection methods affect the nature of the data set
- Apply procedures to calculate the measures of central tendency (mean, median, and mode) and interpret the meaning and application of these measures
- Represent the probability of a single-stage event in words and fractions
- Conclude by the sum of the probabilities of the outcomes of an experiment must equal 1
- Compare the angles, side lengths and perimeters of congruent shapes
- Classify shapes as congruent
- Translate between two-dimensional representations and three-dimensional objects
- Predict the results of multiple transformations
- Analyze shapes to determine line and rotational symmetry

***\*Note: Common Core standards implementation will begin in 2010-2011, with full implementation and assessment in 2014-2015.***

**FIFTH GRADE**

**OPERATIONS AND ALGEBRAIC THINKING (OA)**

Common Core State Standards	Understanding CCSS: Notes and Examples	2007 S.C. Academic Standards for Mathematics	Major Changes
<b>5.OA Write and interpret numerical expressions.</b>			
1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.			This standard is new to 5 <sup>th</sup> Grade. (See 2007 SC 6-3.2 for reference.)
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$ . Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$ , without having to calculate the indicated sum or product.	5-3.3 Match tables, graphs, expressions, equations, and verbal descriptions of the same problem situation.	Continue to teach with the exception of tables, graphs, and equations. (See 2007 SC 4-3.4 for reference.)
<b>5.OA Analyze patterns and relationships.</b>			
3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate	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.	5-3.1 Represent numeric, algebraic, and geometric patterns in words, symbols, algebraic expressions, and algebraic equations.	Continue to teach. Extend to include graphing ordered pairs of corresponding terms on a coordinate plane. (See 2007 SC 4-4.7 for reference.)

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**FIFTH GRADE**

**Number and Operations in Base Ten (NBT)**

Common Core State Standards	Understanding CCSS: Notes and Examples	2007 S.C. Academic Standards for Mathematics	Major Changes
<b>5.NBT Understand the place value system.</b>			
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.		5-2.1 Analyze the magnitude of a digit on the basis of its place value, using whole numbers and decimal numbers through thousandths.	Continue to teach.
2. Explain patterns in the number of zeros in a product when multiplying 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.			This standard is new to 5 <sup>th</sup> Grade. (See 2007 SC 6-2.7 for reference.)
3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals,	a. e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .	5-2.1 Analyze the magnitude of a digit on the basis of its place value, using whole numbers and decimal numbers through	Continue to teach.

<p>number names, and expanded form.</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results comparisons.</p>		<p>thousandths.</p> <p>5-2.4 Compare whole numbers, decimals, and fractions by using the symbols <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</p>	
<p>4. Use place value understanding to round decimals to any place.</p>			<p>This standard is new to 5<sup>th</sup> Grade.</p>
<p><b>5NBT. Perform operations with multi-digit whole numbers and with decimals to hundredths.</b></p>			
<p>5. Fluently multiply multi-digit whole numbers using the standard algorithm.</p>			<p>This standard is new to 5<sup>th</sup> Grade. (See 2007 SC 4-2.3 for reference.)</p>
<p>6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>			<p>This standard is new to 5<sup>th</sup> Grade. (See 2007 SC 4-2.5 for reference.)</p>

<p>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; relate the strategy to a written method and explain the reasoning used.</p>	<p>Editorial Clarification: Instructional emphasis is on concrete models and/or pictorial models and relating the strategy to a written method.</p>		<p>This standard is new to 5<sup>th</sup> Grade. (See 2007 SC 4-2.7 and 6-2.5 for reference.)</p>
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**FIFTH GRADE**

**Number and Operations--Fractions (NF)**

Common Core State Standards	Understanding CCSS: Notes and Examples	2007 S.C. Academic Standards for Mathematics	Major Changes
<b>5NF. Use equivalent fractions as a strategy to add and subtract fractions.</b>			
<p>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.</p>	<p>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</p>		<p>This standard is new to 5<sup>th</sup> Grade. (See 2007 SC 6-2.4 for reference.)</p>
<p>2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	<p>For example, use visual fraction models or equations to represent the problem.</p> <p>For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p>		<p>This standard is new to 5<sup>th</sup> Grade. (See 2007 SC 6-2.4 for reference.)</p>

Common Core State Standards	Understanding CCSS: Notes and Examples	2007 S.C. Academic Standards for Mathematics	Major Changes
<b>5NF. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b>			
<p>3. Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). 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.</p>	<p>For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. 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?</p>		<p>The standard is new to 5<sup>th</sup> Grade. (See 2007 SC 6-2.5 for reference.)</p>
<p>4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>.</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it</p>	<p>a. For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</p>		<p>This standard is new to 5<sup>th</sup> Grade. (See 2007 SC 6-2.5 for reference.)</p>

<p>with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>			
<p>5. Interpret multiplication as scaling (resizing).</p> <p>a. Compare 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.</p> <p>b. Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence <math>a/b</math></p>			<p>This standard is new to 5<sup>th</sup> Grade. (See 2007 SC 4-2.4 for reference.)</p>

$=(n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1.			
6. Solve real world problems involving multiplication of fractions and mixed numbers.	For example, use visual fraction models or equations to represent the problem.		This standard is new to 5 <sup>th</sup> Grade.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.  a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.  b. Interpret division of a whole number by a unit fraction, and compute such quotients.	Note: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.  a. 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 $(1/12) \times 4 = 1/3$ .  b. 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 $20 \times (1/5) = 4$ .		This standard is new to 5 <sup>th</sup> grade.

<p>c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p>	<p>c. For example, how much chocolate will each person get if 3 people share <math>\frac{1}{2}</math> lb of chocolate equally? How many <math>\frac{1}{3}</math>-cup servings are in 2 cups of raisins?</p>		
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**FIFTH GRADE**

**Measurement and Data (MD)**

Common Core State Standards	Understanding CCSS: Notes and Examples	2007 S.C. Academic Standards for Mathematics	Major Changes
<b>5.MD Convert like measurement units within a given measurement system.</b>			
<p>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.</p>		<p>5-5.3 Use equivalencies to convert units of measure within the metric system: converting length in millimeters, centimeters, meters, and kilometers; converting liquid volume in milliliters, centiliters, liters, and kiloliters; and converting mass in milligrams, centigrams, grams, and kilograms.</p>	<p>Continue to teach. Extend to include the US Customary System and multi-step, real world problems.</p>
<b>5.MD Represent and interpret data.</b>			
<p>2. Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots.</p>	<p>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.</p>		<p>This standard is new to 5<sup>th</sup> Grade.</p>

**5.MD Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.**

<p>3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</p> <p>b. A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</p>	<p>Editorial Clarification: Students should be manipulating concrete objects to develop understanding of volume.</p>	<p>5-5.5 Apply strategies and formulas to determine the volume of rectangular prisms.</p>	<p>Continue to teach.</p>
<p>4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>	<p>Editorial Clarification: Students should be counting concrete objects to find volumes.</p>	<p>5-5.5 Apply strategies and formulas to determine the volume of rectangular prisms.</p>	<p>Continue to teach.</p>
<p>5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit</p>		<p>5-5.5 Apply strategies and formulas to determine the volume of rectangular prisms.</p>	<p>Continue to teach.</p>

<p>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.</p> <p>b. Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> 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.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>			
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**FIFTH GRADE**

**Geometry (G)**

Common Core State Standards	Understanding CCSS: Notes and Examples	2007 S.C. Academic Standards for Mathematics	Major Changes
<b>5.G Graph points on the coordinate plane to solve real-world and mathematical problems.</b>			
<p>1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>			<p>This standard is new to 5<sup>th</sup> grade. (See 2007 SC 6-4.1 for reference.)</p>

**5.G Graph points on the coordinate plane to solve real-world and mathematical problems.**

<p>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.</p>			<p>This standard is new to 5<sup>th</sup> Grade. (See 2007 SC 4-4.7 for reference.)</p>
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**5.G Classify two-dimensional figures into categories based on their properties.**

<p>3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</p>	<p>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p>	<p>5-4.1 Apply the relationships of quadrilaterals to make logical arguments about their properties.</p>	<p>Continue to teach. Extend to include two-dimensional figures in addition to quadrilaterals.</p>
<p>4. Classify two-dimensional figures in a hierarchy based on properties.</p>		<p>5-4.1 Apply the relationships of quadrilaterals to make logical arguments about their properties.</p>	<p>Continue to teach. Extend to include two-dimensional figures in addition to quadrilaterals.</p>