

<p>Standard 5.NF.3</p>	<p>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.</p> <ul style="list-style-type: none"> - 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 $3/4$. - Example, 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>Evaluate</p>	<ul style="list-style-type: none"> - I can solve word problems. - I can represent the division problem by using visual models or equations. - I can change a fraction into a division problem. - I can divide whole numbers that lead to answers that are fractions or mixed numbers. 	
<p>4 10/10 A</p>	<p>I understand the <u>advanced</u> content</p>	<ul style="list-style-type: none"> - I can solve word problems by using visual models or equations. - I can change a fraction into a division problem. - I can divide whole numbers that lead to answers that are fractions or mixed numbers. - I make no errors when solving.
<p>3 8/10 B</p>	<p>I understand the <u>target</u> content of the standard.</p>	<ul style="list-style-type: none"> - I can solve word problems by using visual models or equations. - I can change a fraction into a division problem. - I can divide whole numbers that lead to answers that are fractions or mixed numbers. - I make minimal errors when solving.
<p>2 7/10 C</p>	<p>I understand the <u>basic</u> content of the standard.</p>	<ul style="list-style-type: none"> - I can solve the basics of the standard: <ul style="list-style-type: none"> - I can develop a division problem from a word problem. - I can divide simple whole numbers, and create fractions or mixed numbers. - I can represent the whole number from the word problem within the visual model or equation, but struggle to incorporate the part.
<p>1 NTY P: Pending</p>	<p><u>With help</u>, I understand the <u>basic</u> content of the standard.</p>	<ul style="list-style-type: none"> - With help, I can understand the basics of the standard.

Numbers and Fractions
5th Grade

Name: _____

Advanced					
Target					
Basic					
With Help, Basic					
Practice	A	B	C	D	E

Practice Focus:

My Plan:

A: _____

B: _____

C: _____

D: _____

E: _____