



# Math Teachers Press, Inc.

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## ARKANSAS MATH FRAMEWORK STANDARDS CORRELATED TO *MOVING WITH MATH EXTENSIONS GRADE 5*

		Student Book	Skill Builders
<b>NUMBER SENSE</b>			
<b>Rational Numbers</b>			
<b>No.1.5.1</b>	Use models and visual representations to develop the concepts of the fractions as parts of unit whole--parts of a collection--locations on number lines--locations on ruler--divisions of whole numbers RATIOS as (part to part--part to whole) PERCENTS (part to 100)	28-36, 39,41,43, 46	11-1, 12-1, 12-2, 14-1, 15-1, 16-1, 17-1 to 17-3, 21-1
<b>No.1.5.2</b>	Develop understanding of decimal place value using models	40-47	23-1, 26-1
<b>No.1.5.3</b>	Connect various physical models and representations to the quantities they represent using number names, numerals and number words up to 10 with and without appropriate technology	41,45	21-1, 23-1, 25-1, 26-1
<b>No.1.5.4</b>	Round and compare decimals to a given place value (whole number, 10ths, 100ths)	44	24-1
<b>No.1.5.5</b>	Use models of benchmark fractions and their equivalent forms to: analyze the size of fractions--to determine that simplification does not change the value of the fraction--to convert between mixed numbers and improper fractions	28, 30-32, 34-36, 38-39, 41	12-1 to 12-3, 13-1, 14-1, 17-1 to 17-3
<b>No.1.5.6</b>	Use models to differentiate between perfect squares up to 10 and to the numbers		
<b>Number Theory</b>			
<b>No.2.5.1</b>	Use divisibility rules to determine if a number is a factor of another number		
<b>No.2.5.2</b>	Identify commutative and associative properties	8	5-1, 5-2
<b>No.2.5.3</b>	Identify the distributive property by using physical models to solve computation and real world problems		5-2
<b>No.2.5.4</b>	Apply rules conventions for order of operations to whole numbers where the left to right computations are modified only by the use of parentheses		5-1, 5-2

		Student Book	Skill Builders
<b>Understand Operations</b>			
<b>No.2.5.5</b>	Model addition, subtraction and multiplication of fractions with like and unlike denominators and decimals	33-35, 37-39	15-2, 15-3, 16-1, 17-1 to 17-4, 19-1
<b>Computational Fluency</b>			
<b>No.3.5.1</b>	Develop and use a variety of algorithms and computational fluency to perform whole number operations using addition and subtraction (up to 5-digit numbers) multiplication (up to 3-digit x 2-digit) division (up to a 2-digit divisor) interpreting remainders including real world problems	10, 17, 19-20, 24-25	8-3, 9-1, 10-1
<b>No.3.5.2</b>	Develop and use algorithms to add and subtract numbers containing decimals (up to 1000ths place) to multiply decimals (100ths x 10ths), to divide decimals by whole number divisors and to add and subtract fractions with like denominators	33, 36, 38-39, 45-47	15-2, 15-3, 16-1, 17-1 to 17-4, 19-1, 20-1, 26-1
<b>No.3.5.3</b>	Solve with and without appropriate technology two-step problems using a variety of methods and tools	21, 36-38	5-2, 17-1 to 17-3
<b>Estimation</b>			
<b>No.3.5.4</b>	Develop and use strategies to estimate the results of whole number computations and to judge the reasonableness of such results	11-13, 18, 26	45-1
<b>Application of Computation</b>			
<b>No.3.5.5</b>	Use factors of numbers: --to introduce exponents --to find common factors of 2 numbers and to simplify fractions to the lowest terms	27, 36-38	4-1, 12-1, 12-2, 16-1, 17-1 to 17-4
<b>ALGEBRA</b>			
<b>Patterns, Relations and Functions</b>			
<b>A.4.5.1</b>	Solve problems by finding the next term or missing term in a pattern or function table using real world situations		
<b>A.4.5.2</b>	Interpret and write a rule for a one-operation function table		
<b>Expressions, Equations and Inequalities</b>			
<b>A.5.5.1</b>	Model and solve simple equations by informal methods using manipulatives and appropriate technology	7-10, 15-17, 23-24, 28-36, 44, 46-47	4-1, 5-1, 9-1, 10-1, 10-3, 15-1, 16-1, 17-1 to 17-3, 26-1

		<b>Student Book</b>	<b>Skill Builders</b>
<b>A.5.5.2</b>	Write expressions containing one variable (a letter representing an unknown quantity) using rules for addition and subtraction		45-5
<b>A.5.5.3</b>	Select, write and evaluate algebraic expressions with one variable by substitute		45-5
	<b>Algebraic Models and Relationships</b>		
<b>A.6.5.1</b>	Draw conclusions and make predictions with and without appropriate technology, from models, tables and line graphs	11-13, 18, 22, 26	49-1, 49-2, 50-1
	<b>Analyze Change</b>		
<b>A.7.5.1</b>	Model and describe quantities that change using real world situations		
	<b>GEOMETRY</b>		
	<b>Characteristics of Geometric Shapes</b>		
<b>G.8.5.1</b>	Identify and model regular and irregular polygons including decagon	53	34-1
<b>G.8.5.2</b>	Identify and draw congruent, adjacent, obtuse, acute, right and straight angles. Label parts of an angle, vertex, rays, interior and exterior	50-51	31-1, 31-2, 33-1, 37-1
<b>G.8.5.3</b>	Model and identify circle, radius, diameter, center, circumference and chord	54	35-1
<b>G.8.5.4</b>	Model and identify the properties of congruent figures		32-2
	<b>Symmetry and Transformations</b>		
<b>G.9.5.1</b>	Predict and describe the results of translation (slide) reflection (flip) rotation (turn) showing that the transformed shape remains unchanged		
	<b>Coordinate Geometry</b>		
<b>G.10.5.1</b>	Use geometric vocabulary (Horizontal/x-axis, vertical/y-axis, ordered pairs) to describe the location and plot points in Quadrant 1		44-2
	<b>Spatial Visualization and Models</b>		
<b>G.11.5.1</b>	Using grid paper, draw and identify 2-D patterns (nets) for cubes		39-1
	<b>MEASUREMENT</b>		
	<b>Attributes and Tools</b>		
<b>M.12.5.1</b>	Identify and select appropriate units and tools to measure	61	41-1, 42-1

		<b>Student Book</b>	<b>Skill Builders</b>
<b>M.12.5.2</b>	Make conversions within the customary measurement system in real world problems	55, 60-62	36-1, 40-1, 41-, 42-1
<b>M.12.5.3</b>	Establish through experience benchmark prefixes of mili-, centi- and kilo-		41-1, 42-1
<b>M.12.5.4</b>	Understand when to use linear units to describe perimeter, square units to describe surface area, and cubic units to describe volume, in real world situations	57-59	38-2, 39-1
<b>M.12.5.5</b>	Model the differences between covering the faces (surface area/nets) and filling the interior (volume of cubes)	58-59	38-2, 39-1
<b>M.13.5.1</b>	Solve real world problems involving one elapsed time count forward (calendar and clock)	60	
<b>M.13.5.2</b>	Determine which unit of measure or measurement tool matches the context for a problem situation	61	41-1, 42-1
<b>M.13.5.3</b>	Draw and measure distance to the nearest cm and inch accurately	56-57	36-1
<b>M.13.5.4</b>	Develop and use strategies to solve real world problems involving perimeter and area of rectangles	57-58	38-1
<b>M.13.5.5</b>	Count the distance between 2 points on a horizontal or vertical line and compare the lengths of the paths on a grid	57	38-1
<b>M.13.5.6</b>	Use benchmark angles (45, 90, 120, and 180 degrees) to estimate the measure of angles	51	33-1
	<b>DATA ANALYSIS AND PROBABILITY</b>		
	<b>Collect, Organize and Display Data</b>		
<b>DAP.14.5.1</b>	Develop appropriate questions for surveys	22	
<b>DAP.14.5.2</b>	Collect numerical and categorical data using surveys, observations and experiments that would result in bar graphs, line graphs, line plots and stem and leaf plots	22	47-2
<b>DAP.14.5.3</b>	Construct and interpret frequency tables, charts, line plots, stem and leaf plots and bar graphs	63	47-1, 47-2, 48-1
	<b>Data Analysis</b>		
<b>DAP.15.5.1</b>	Interpret graphs such as line graphs, double bar graphs, and circle graphs	63	48-1
<b>DAP.15.5.2</b>	Determine with and without appropriate technology the range, mean, median and mode (whole number data sets) and explain what each indicates about the set of data	22	46-1, 46-2

		<b>Student Book</b>	<b>Skill Builders</b>
<b>DAP.16.5.1</b>	Make predictions and justify conclusions based on data	22	47-2
<b>DAP.17.5.1</b>	Identify and predict the probability of events within a simple experiment		47-2
<b>DAP.17.5.2</b>	List and explain all possible outcomes in a given situation		47-2