



# Math Teachers Press, Inc.

4850 Park Glen Road, Minneapolis, MN 55416  
 phone (800) 852-2435 fax (952) 546-7502


## PENNSYLVANIA ASSESSMENT ANCHORS AND ELIGIBLE CONTENT STANDARDS CORRELATED TO *MOVING WITH MATH® INTERMEDIATE/MIDDLE (IM) GRADE 5*

		IM1 <i>Number, Reasoning &amp; Data</i> Student Book Skill Builders (SB)	IM2 <i>Fractions, Decimals &amp; Percent</i> Student Book Skill Builders (SB)	IM3 <i>Geometry, Measurement, Graphing</i> Student Book Skill Builders (SB)
<b>M5.A</b>	<b>NUMBERS AND OPERATIONS</b>			
<b>M5.A.1</b>	<b>Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.</b>			
<b>M5.A.1.1</b>	Express numbers in equivalent forms.	2, 3, 5, 6, 16, 17 <b>SB:</b> 1-1, 1-4, 1-5, 2-1, 4-4	4, 6-9, 13, 18, 42-44, 46, 47, 50, 67-69 <b>SB:</b> 12-1 to 12-10, 14-1, 14-2, 21-1 to 21-3, 22-1, 22-2, 23-2, 25-1 to 25-4, 29-2, 30-1 to 30-5	<b>SB:</b> 12-1, 21-1, 22-1, 25-1, 29-1, 30-1
<b>M5.A.1.1.1</b>	Use expanded notation to represent whole numbers or decimals (whole numbers less than 10,000,000 and decimals through hundredths).	3 <b>SB:</b> 1-5		
<b>M5.A.1.2</b>	Demonstrate understanding of place value of whole numbers and decimals.	2-4, 6-12 <b>SB:</b> 1-1 to 1-3, 1-5, 2-1 to 2-4, 3-1 to 3-4	41, 44-47, 52, 63 <b>SB:</b> 1-1, 2-1, 22-1, 22-2, 23-1 to 23-4, 24-1 to 24-4, 25-4, 26-1, 27-2, 27-4, 28-4, 28-7, 51-1 to 51-4	<b>SB:</b> 1-1, 2-1, 22-1, 23-1, 24-1

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<b>M5.A.1.2.1</b>	Match the standard form to the word form of decimal numbers through the hundredths.	2-4 <b>SB:</b> 1-1 to 1-3, 2-1	41, 45, 46 <b>SB:</b> 1-1, 2-1, 22-1, 22-2, 23-1	<b>SB:</b> 22-1
<b>M5.A.1.2.2</b>	Identify the place value of a digit (from millions through hundredths).	2-4, 6-12 <b>SB:</b> 1-1 to 1-3, 1-5, 2-1 to 2-4, 3-1 to 3-4	41, 44-47, 52, 63 <b>SB:</b> 1-1, 2-1, 22-1, 22-2, 23-1 to 23-4, 24-1 to 24-4, 25-4, 26-1, 27-2, 27-4, 28-4 to 28-7, 51-1 to 51-4	<b>SB:</b> 1-1, 2-1, 22-1, 23-1, 24-1
<b>M5.A.1.3</b>	Compare quantities or magnitudes of numbers.		10, 11, 49-51 <b>SB:</b> 13-1, 13-2, 13-5, 24-1 to 24-4	<b>SB:</b> 13-1, 24-1
<b>M5.A.1.3.1</b>	Compare whole numbers through 9 digits using the words more, less, equal, least, most, greater than, less than or the symbols $<$ , $>$ , $=$ .	7, 8 <b>SB:</b> 2-3, 2-4		<b>SB:</b> 24-1
<b>M5.A.1.3.2</b>	Compare and/or order decimals through the hundredths. (Limit sets for ordering to no more than 4 numbers).		49-51 <b>SB:</b> 24-1 to 24-4	<b>SB:</b> 13-1, 24-1
<b>M5.A.1.3.3</b>	Compare proper fractions through 16ths with like and unlike denominators.		10, 11 <b>SB:</b> 13-1, 13-2, 13-5	<b>SB:</b> 13-1, 14-1
<b>M5.A.1.4</b>	Use simple applications of negative numbers (number line, counting, temperature).	63-69 <b>SB:</b> 59-1 to 59-4	<b>SB:</b> 59-1	<b>SB:</b> 40-4, 43-1, 59-1, 59-2
<b>M5.A.1.4.1</b>	Locate/identify integers on a number line (greater than or equal to -20).	64-69 <b>SB:</b> 59-1 to 59-3, 59-5	<b>SB:</b> 43-1, 59-1	<b>SB:</b> 40-4, 43-1, 59-1, 59-2

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<b>M5.A.1.4.2</b>	Identify negative temperatures on a thermometer (through -20oC or oF).	64, 65 <b>SB:</b> 59-1 to 59-3		<b>SB:</b> 40-4
<b>M5.A.1.5</b>	Use or develop models to represent fractions and/or mixed numbers.		2-10, 12, 13, 28-34, 37, 38, 42-44, 58, 67 <b>SB:</b> 11-2 to 11-4, 11-6, 12-1, 12-4, 12-5, 12-8, 13-1, 14-1, 16-3, 21-1, 21-3, 22-1, 23-2, 25-3, 25-4, 29-2, 48-1, 48-2	56-58 <b>SB:</b> 12-1, 16-1, 29-1, 52-1
<b>M5.A.1.5.1</b>	Use or develop regions and/or sets (e.g., circle graph, base ten blocks) to model fractions and mixed numbers through hundredths (may include reducing the fractions).		2-10, 12, 13, 28-34, 37, 38, 42-44, 58, 67 <b>SB:</b> 11-2 to 11-4, 11-6, 12-1, 12-4, 12-5, 12-8, 13-1, 14-1, 16-3, 21-1, 21-3, 22-1, 23-2, 25-3, 25-4, 29-2, 48-1. 48-2	<b>SB:</b> 1-1, 9-1, 23-1, 27-1, 29-1, 48-1, 51-1
<b>M5.A.1.6</b>	Apply number theory concepts (i.e., primes, factors, multiples, composites).	13-15, 18 <b>SB:</b> 4-1	8, 18 <b>SB:</b> 4-1 to 4-3, 12-2	<b>SB:</b> 4-1
<b>M5.A.1.6.1</b>	Define/list/identify prime and composite numbers less than or equal to 100.	14, 15, 18 <b>SB:</b> 4-1, 4-2, 4-4, 4-5	<b>SB:</b> 4-2, 4-3	<b>SB:</b> 4-1
<b>M5.A.1.6.2</b>	Define/list/identify factors and/or multiples of a given whole number less than or equal to 50.	13,18 <b>SB:</b> 4-2 to 4-6	8, 18 <b>SB:</b> 4-1 to 4-3, 12-2	<b>SB:</b> 4-1
<b>M5.A.2</b>	Understand the meanings of operations, use operations and understand how they relate to each other.			

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<b>M5.A.2.1</b>	Solve problems involving decimals, fractions and/or whole numbers (straight computation or word problems).	23-50 <b>SB:</b> 6-1 to 6-3, 7-1 to 7-4, 8-1 to 8-7, 9- to 9-5, 10-1 to 10-7	14-17, 19-23, 25, 26, 28-31, 33, 34, 36, 54-65 <b>SB:</b> 5-2, 6-1, 7-1, 8-1, 9-1, 10-1, 10-2, 15-1 to 15-3, 16-1 to 16-4, 17-1 to 17-4, 18-1, 19-1 to 19-5, 20-1 to 20-5, 26-2 to 26-4, 27-1 to 27-6, 28-1 to 28-7, 45-1 to 45-15	<b>SB:</b> 5-1, 6-1, 7-1, 8-1, 9-1, 10-1, 15-1, 16-1, 17-1, 18-1, 19-1, 20-1, 26-1, 27-1, 28-1
<b>M5.A.2.1.1</b>	Solve problems involving addition, subtraction, multiplication and division of whole numbers (multipliers up to 2 digits – divisors one digit) and decimals including money (answer through hundredths – no divisors with decimals).	23-50 <b>SB:</b> 6-1 to 6-3, 7-1 to 7-4, 8-1 to 8-7, 9-1 to 9-5, 10-1 to 10-7	54-65 <b>SB:</b> 4-1, 5-2, 6-1, 7-1, 8-1, 9-1, 10-1, 10-2, 26-2 to 26-4, 27-1 to 27-6, 28-1 to 28-7, 45-5 to 45-7, 45-12, 45-13	<b>SB:</b> 5-1, 6-1, 7-1, 8-1, 9-1, 10-1, 26-1, 27-1, 28-1
<b>M5.A.2.1.2</b>	Solve problems involving addition and subtraction of fractions (through 16ths – like and unlike denominators – for unlike denominators, the LCD must be one of the given denominators).		14-17, 19-23, 25-27 <b>SB:</b> 15-1 to 15-3, 16-1 to 16-4, 17-1 to 17-4, 18-1 to 18-4	<b>SB:</b> 15-1, 16-1, 17-1, 18-1
<b>M5.A.2.1.3</b>	Choose the correct operation(s) to solve a problem (no more than 2 operations).	29-31, 49, 50, 53-58 <b>SB:</b> 9-3, 45-1 to 45-17, 56-4	26-29, 32, 36, 54-56, 65, 66 <b>SB:</b> 45-1 to 45-14	<b>SB:</b> 26-1, 45-1, 45-3, 45-4
<b>M5.A.3.</b>	<b>Compute accurately and fluently and make reasonable estimates.</b>			

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<b>M5.A.3.1</b>	Apply estimation strategies to a variety of problems.	9-12, 27-29, 38,48, 51-54 <b>SB:</b> 3-1 to 3-4, 45-7, 45-8, 49-1, 49-2, 50-1 to 50-3	24-27, 65, 66 <b>SB:</b> 13-3, 18-3, 18-4, 45-3, 45-5, 45-6, 45-8 to 45-11, 49-1, 50-1	6, 14, 34 <b>SB:</b> 10-1, 36-3, 49-1, 50-1
<b>M5.A.3.1.1</b>	Round whole numbers through millions and decimals through hundredths.	9-12, 27, 28, 51, 52 <b>SB:</b> 3-1 to 3-4, 49-1, 49-2, 50-1 to 50-3	52, 53 <b>SB:</b> 49-1, 50-1, 51-1 to 51-4	<b>SB:</b> 3-1, 51-1
<b>M5.A.3.1.2</b>	Use estimation to solve problems involving whole numbers and/or decimals (up to 2-digit multipliers, single-digit divisors or multiples of 10; whole numbers through thousands and decimals through hundredths)	27-29, 38, 48, 51-54 <b>SB:</b> 10-6, 45-7, 45-8, 49-1, 49-2, 50-1 to 50-3	24-27, 65, 66 <b>SB:</b> 13-3, 18-3, 18-4, 45-3, 45-5, 45-6, 45-8 to 45-11, 49-1, 50-1	<b>SB:</b> 10-1, 36-3, 49-1, 50-1
<b>M5.A.3.2</b>	Compute accurately without the use of a calculator (straight computation or 1 operation word problems).	23-50 <b>SB:</b> 6-1 to 6-3, 7-1 to 7-4, 8-1 to 8-7, 9-1 to 9-5, 10-1, 10-7	14-17, 19-23, 25, 26, 28-31, 33, 34, 36, 54-64 <b>SB:</b> 5-2, 6-1, 7-1, 8-1, 9-1, 10-1, 10-2, 15-1 to 15-3, 16-1 to 16-4, 17-1 to 17-4, 18-1, 19-1 to 19-5, 20-1 to 20-5, 26-2 to 26-4, 27-1 to 27-6, 28-1 to 28-7, 45-1 to 45-15	<b>SB:</b> 6-1, 7-1, 8-1, 9-1, 10-1, 15-1, 16-1, 17-1, 18-1, 19-1, 20-1, 26-1, 27-1, 28-1

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<b>M5.A.3.2.1</b>	Use addition, subtraction, multiplication and division to compute accurately without a calculator (multipliers up to 2 digits, single-digit divisors or multiples of 10 – whole numbers through thousands and decimals through hundredths – no divisors with decimals).	23-50 <b>SB:</b> 6-1 to 6-3, 7-1 to 7-4, 8-1 to 8-7, 9-1 to 9-5, 10-1, 10-7	14-17, 19-23, 25, 26, 28-31, 33, 34, 36, 54-64 <b>SB:</b> 5-2, 6-1, 7-1, 8-1, 9-1, 10-1, 10-2, 15-1 to 15-3, 16-1 to 16-4, 17-1 to 17-4, 18-1, 19-1 to 19-5, 20-1 to 20-5, 26-2 to 26-4, 27-1 to 27-6, 28-1 to 28-7, 45-1 to 45-15	<b>SB:</b> 5-1, 6-1, 7-1, 8-1, 9-1, 10-1, 26-1, 27-1, 28-1
<b>M5.B</b>	<b>MEASUREMENT</b>			
<b>M5.B.1</b>	<b>Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement.</b>			
<b>M5.B.1.1</b>	Select appropriate units (customary or metric) to measure specific attributes of objects.			30-32, 34-50 <b>SB:</b> 36-1 to 36-7, 38-1 to 38-13, 40-1 to 40-4, 41-1, 41-2, 42-1, 42-2, 45-2
<b>M5.B.1.1.1</b>	Select the appropriate unit for measuring weight (mass), capacity, length, perimeter and area.			30-32, 34-50 <b>SB:</b> 36-1 to 36-7, 38-1 to 38-13, 41-1, 41-2, 42-1, 42-2, 45-1, 45-5
<b>M5.B.1.2</b>	Solve problems using simple conversions and/or add and subtract measurements.			31 <b>SB:</b> 36-4, 36-6, 40-1 to 40-4, 41-1, 41-2, 42-1, 42-2, 45-2

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<b>M5.B.1.2.1</b>	Convert using linear measurements, capacity, and weight (mass) within the same system to the unit immediately above or below the given unit (using only the units below – use a conversion chart or a "hint" with problems e.g., hint: 16 oz = 1 lb).			31, 33-37 <b>SB:</b> 36-4, 36-6, 41-1, 41-2, 42-1, 42-2
•	Metric using mm, cm, m and km; mL and L; g and kg			33, 37 <b>SB:</b> 36-6, 41-2, 42-2
•	Customary using cup, pint, quart, gallon; in, ft, yd; oz, lb			31, 36 <b>SB:</b> 36-4, 41-1, 42-1
<b>M5.B.1.2.2</b>	Add or subtract linear measurements, (feet and inches) or units of time (hours and minutes), without having to regroup with subtraction (answer should be in simplest form).	<b>SB:</b> 46-1		28, 29, 38, 39 <b>SB:</b> 40-2, 40-3
<b>M5.B.1.3</b>	Estimate and/or compare the perimeters or areas of 2 figures without computation.			40, 41 <b>SB:</b> 38-1, 38-2, 38-13
<b>M5.B.1.3.1</b>	Estimate which polygon (shown on a grid) has a greater perimeter or area (compare either area to area or perimeter to perimeter).			50, 51 <b>SB:</b> 38-3, 38-11
<b>M5.B.1.3.2</b>	Estimate the area of an irregular figures shown on a grid.			43-45, 48, 49 <b>SB:</b> 38-4, 38-5
<b>M5.B.2</b>	<b>Apply appropriate techniques, tools and formulas to determine measurements.</b>			

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<b>M5.B.2.1</b>	Use appropriate tools to determine measurements.			6, 23, 28-51 <b>SB:</b> 33-1, 36-1 to 36-3, 36-5, 36-7, 37-4, 37-5, 38-1 to 38-13, 40-1, 40-4, 52-6
<b>M5.B.2.1.1</b>	Use a ruler to measure to the nearest $\frac{1}{8}$ inch or centimeter.			30, 32, 41 <b>SB:</b> 36-1 to 36-3, 36-5, 36-7, 38-9, 38-13
<b>M5.B.2.2</b>	Solve problems involving length, time, weight (mass), capacity, temperature, perimeter and/or area.			28-51 <b>SB:</b> 36-1 to 36-7, 36-5, 36-7, 38-1 to 38-13, 40-1 to 40-4, 41-1, 41-2, 42-1, 42-2
<b>M5.B.2.2.1</b>	Find the perimeter of a figure drawn and labeled (with the same units throughout).			40-42 <b>SB:</b> 38-1 to 38-3, 38-8, 38-11, 38-13
<b>M5.B.2.2.2</b>	Find the area of a square or rectangle (with the same units throughout- whole numbers only).			43-46 <b>SB:</b> 38-4 to 38-6, 38-8, 38-9
<b>M5.B.2.2.3</b>	Solve problems involving weight, time, temperature, length and capacity (with the same units throughout - limited to 3 digits).			28-51 <b>SB:</b> 36-1 to 36-7, 38-1 to 38-13, 40-1 to 40-4, 41-1, 41-2, 42-1, 42-2
<b>M5.C</b>	<b>GEOMETRY</b>			
<b>M5.C.1</b>	<b>Analyze characteristics and properties of two- and three-dimensional geometric shapes and demonstrate understanding of geometric relationships.</b>			



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<b>M5.C.1.1</b>	Define and/or use basic properties of quadrilaterals (parallelograms, squares, rectangles, trapezoids, rhombi), triangles, circles, pyramids, cubes, and/or prisms.			7-15, 25-27 <b>SB:</b> 34-1 to 34-10, 35-1, 35-2, 55-1 to 55-3
<b>M5.C.1.1.1</b>	Identify, and/or classify cubes, rectangular prisms or pyramids using faces, vertices and edges.			11, 12 <b>SB:</b> 34-6 to 34-8
<b>M5.C.1.1.2</b>	Identify and/or describe properties of all types of quadrilaterals (parallelogram, rectangle, rhombus, square, trapezoid).			9 <b>SB:</b> 34-4, 34-5
<b>M5.C.1.2</b>	Represent and/or use properties of lines, line segments, rays, points and planes.			2-4 <b>SB:</b> 31-1, 32-1 to 32-5
<b>M5.C.1.2.1</b>	Identify, draw and/or label points, lines, line segments and rays.			2-4 <b>SB:</b> 31-1, 32-1 to 32-5
<b>M5.C.2</b>	<b>Identify and/or apply concepts of transformations or symmetry.</b>			
<b>M5.C.2.1</b>	Analyze transformations and/or use symmetry to analyze mathematical situations.			17-20 <b>SB:</b> 60-1 to 60-6
<b>M5.C.2.1.1</b>	Draw or identify a translation (slide), reflection (flip) or rotation (turn) of a 2-dimensional shape.			20 <b>SB:</b> 60-4, 60-5
<b>M5.C.2.1.2</b>	Identify the number of lines of symmetry and/or draw all lines of symmetry in a two-dimensional polygon.			17 <b>SB:</b> 60-1

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<b>M5.C.3</b>	Locate points or describe relationships using the coordinate plane.	77 SB: 43-1		15,16 SB: 43-1
	Not assessed at Grade 5.			
<b>M5.D</b>	<b>ALGEBRAIC CONCEPTS</b>			
<b>M5.D.1</b>	<b>Demonstrate an understanding of patterns, relations and functions.</b>			
<b>M5.D.1.1</b>	Create or extend patterns.	73-76 SB: 44-1 to 44-6	7, 11, 28, 29, 50, 60, 61, 63 SB: 12-5, 12-9, 28- 6, 44-1	21, 22 SB: 44-1 to 44-4
<b>M5.D.1.1.1</b>	Extend or find a missing element in a numerical or simple geometric pattern (+, -, x, or ÷ of whole numbers ). Patterns must show 3 repetitions.	73-76 SB: 44-1 to 44-6	SB: 44-1	21 SB: 44-1
<b>M5.D.1.1.2</b>	Create or replicate a numerical or geometric pattern showing 3 repetitions of that pattern (+, -, x or ÷ of whole numbers may be used).	73-76 SB: 44-1 to 44-6	SB: 44-1	21 SB: 44-1
<b>M5.D.1.2</b>	Analyze patterns.	73-76 SB: 44-1 to 44-6	SB: 44-1	21, 22 SB: 44-1 to 44-4
<b>M5.D.1.2.1</b>	Form a rule based on a given pattern, or illustrate a pattern based on a given rule (__, -, x or ÷ of whole numbers may be used). Patterns must show 3 repetitions.	73-76 SB: 44-1 to 44-6	SB: 44-1	21 SB: 44-1
<b>M5.D.2</b>	<b>Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.</b>			

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<b>M5.D.2.1</b>	Select and/or use appropriate strategies, including concrete materials, to solve or represent expressions or number sentences.	29-31, 49, 50, 53-58 <b>SB:</b> 9-3, 45-1 to 45-17, 56-4	26, 27, 32, 35, 36, 55, 56, 65, 66 <b>SB:</b> 17-4, 19-1, 19-5, 45-1 to 45-15	<b>SB:</b> 45-1 to 45-4, 56-1, 56-2, 59-2
<b>M5.D.2.1.1</b>	Solve for a missing number (blank, question mark, variable) in a equation involving a single operation whole numbers only.	19, 20, 50, 55 <b>SB:</b> 5-1 to 5-5, 5-7, 9-4, 45-12, 45-14, 45-16	<b>SB:</b> 5-1, 5-2, 45-6	<b>SB:</b> 54-1, 55-1, 55-2, 56-1, 56-2
<b>M5.D.2.1.2</b>	Match a realistic situation to an equation, expression, inequality (<, >, =), table or graph (variable must be isolated, e.g., $17 + 39 = n$ ).	50, 55, 76-78 <b>SB:</b> 8-1, 45-1, 45-2, 45-7, 45-8, 45-12, 46-5, 56-4	35, 66 <b>SB:</b> 45-4, 45-6, 45-9	66, 68-76 <b>SB:</b> 44-5, 44-6, 46-1, 47-1 to 47-8, 49-1
<b>M5.D.3</b>	<b>Analyze change in various contexts.</b>			
	Not assessed at Grade 5.			
<b>M5.D.4</b>	<b>Describe or use models to represent quantitative relationships.</b>	manipulatives throughout	manipulatives throughout	manipulatives throughout
	Not assessed at Grade 5.			
<b>M5.E</b>	<b>DATA ANALYSIS AND PROBABILITY</b>			
<b>M5.E.1</b>	<b>Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data.</b>			
<b>M5.E.1.1</b>	Organize, display and/or interpret data using pictographs, tallies, tables, charts, line, bar graphs.	59-62, 77, 78 <b>SB:</b> 46-5, 44-4	<b>SB:</b> 48-1 to 48-3, 57-3, 58-1 to 58-3	66-76 <b>SB:</b> 47-1 to 47-6, 48-1 to 48-5

		<b>IM1</b> <i>Number, Reasoning &amp; Data</i> Student Book Skill Builders (SB)	<b>IM2</b> <i>Fractions, Decimals &amp; Percent</i> Student Book Skill Builders (SB)	<b>IM3</b> <i>Geometry, Measurement, Graphing</i> Student Book Skill Builders (SB)
<b>M5.E.1.1.1</b>	Display and/or interpret data shown in tallies, tables, charts, pictographs, bar graphs, line graphs and using a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.	59-62, 77, 78 <b>SB:</b> 44-4, 46-5	<b>SB:</b> 48-1 to 48-3, 57-3, 58-1 to 58-3	66-76 <b>SB:</b> 47-1 to 47-6, 48-1 to 48-5
<b>M5.E.2</b>	<b>Select and/or use appropriate statistical methods to analyze data.</b>			
<b>M5.E.2.1</b>	Describe data sets using mean, median, mode and/or range.	59-61 <b>SB:</b> 46-1 to 46-5	<b>SB:</b> 46-1	65 <b>SB:</b> 46-1
<b>M5.E.2.1.1</b>	Determine the mean/average (answer is a whole number), median (answer is a whole number or average of 2 numbers) and range of data (up to 10 numbers).	59-61 <b>SB:</b> 46-1 to 46-4	<b>SB:</b> 46-1	65 <b>SB:</b> 46-1
<b>M5.E.2.1.2</b>	Identify the mode in a set of data (up to 10 numbers).	60 <b>SB:</b> 46-5		65 <b>SB:</b> 46-1
<b>M5.E.3</b>	<b>Understand and/or apply basic concepts of probability or outcomes.</b>			
<b>M5.E.3.1</b>	Predict or determine all possible combinations, outcomes and/or calculate the probability of a simple event.		73-78 <b>SB:</b> 57-1 to 57-5, 58-1 to 58-4	<b>SB:</b> 57-1, 58-1
<b>M5.E.3.1.1</b>	Predict or determine whether some outcomes are certain more likely, less likely, equally likely, or impossible (information could be represented by pictographs, bar graphs, charts, tables and/or spinners).		73-75, 78 <b>SB:</b> 57-1 to 57-5	<b>SB:</b> 57-1, 58-1

		<b>IM1</b> <i>Number, Reasoning &amp; Data</i> <b>Student Book Skill Builders (SB)</b>	<b>IM2</b> <i>Fractions, Decimals &amp; Percent</i> <b>Student Book Skill Builders (SB)</b>	<b>IM3</b> <i>Geometry, Measurement, Graphing</i> <b>Student Book Skill Builders (SB)</b>
<b>M5.E.3.1.2</b>	Determine the probability of an outcome (e.g., a coin toss, a roll of a number cube) and express as a fraction without reduction.		73-75, 78 <b>Sb:</b> 57-1 to 57-5, 58-1 to 58-4	<b>SB:</b> 57-1, 58-1
<b>M5.E.4</b>	<b>Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.</b>			66, 69-75 <b>SB:</b> 47-1, 47-2, 47-3, 47-6, 48-1 to 48-5
	Not assessed at Grade 5.			