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Correlation of *Moving with Math® Extensions* Grade 5 To Kentucky Core Content for Mathematics Assessment

		Student Book	Skill Builders
	NUMBER/COMPUTATION		
	CONCEPTS– Students will describe properties of, give examples of, and apply to real-world or mathematical situations.		
MA-E-1.1.1	Whole numbers (0 to 100,000,000), fractions, mixed numbers, and decimals through thousandths	1, 29, 41	11-1, 22-1
MA-E-1.1.2	The operations of addition, subtraction, multiplication, and division	8-12, 23-26, 46-49	5-1, 5-2, 6-1, 7-1, 8-1 to 8-3, 9-1, 10-1 to 10-3, 26-1
MA-E-1.1.3	Odd and even numbers, composite and prime numbers, multiples, and factors	36	4-1
MA-E-1.1.4	Place value, expanded form, number magnitude (order, compare) to 100,000,000, and decimals through thousandths	1-3, 32, 42-44	1-1, 2-1, 3-2, 13-1, 23-1, 24-1
MA-E-1.1.5	Multiple representations of numbers (e.g., drawings, manipulative, symbols)	1, 29-31, 41, 42	10-3, 11-1, 12-1, 21-1
	SKILLS – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:		
MA-E-1.2.1	Read, write, and rename whole numbers	1, 2	
MA-E-1.2.2	Add, subtract, multiply, and divide whole numbers using a variety of methods (e.g., mental, paper and pencil, calculator)	8-21, 23-26	5-1, 5-2, 6-1, 7-1, 8-1 to 8-3, 9-1, 10-1 to 10-3

		Student Book	Skill Builders
MA-E-1.2.3	Add and subtract fractions with like denominators; add and subtract decimals through hundredths	33-36	15-1 to 15-3, 16-1
MA-E-1.2.4	Skip-count forward and backward	27	
MA-E-1.2.5	Estimate quantities of objects	----	
MA-E-1.2.6	Estimate computational results using an appropriate strategy	11-13, 18, 26	45-1
MA-E-1.2.7	Use factors to determine prime and composite numbers		4-1
MA-E-1.2.8	Determine least common multiple (LCM)	36-38	17-1 to 17-4
MA-E-1.2.9	Order and compare ($>$, $<$, $=$) whole numbers and fractions	3, 29, 32, 44	2-1, 13-1, 24-1
	RELATIONSHIPS – Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics in meaningful ways by showing:		
MA-E-1.3.1	How fractions, decimals, and whole numbers relate (equivalence, order)	40, 41, 45	21-1, 25-1
MA-E-1.3.2	How properties (commutative, associative, identity properties of addition and multiplication, zero property of multiplication) are used in computation	8, 14	5-1, 55-2
MA-E-1.3.3	How the base 10 number system relates to place value (e.g., ten tens make one hundred, ten hundredths make one-tenth)	46-47 T.G.pp. 9, 10, 15, 41	21-1, 23-1
	GEOMETRY/MEASUREMENT		
	CONCEPTS – Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:		
MA-E-2.1.1	Basic geometric elements and terms including points, rays, lines (perpendicular, parallel, intersecting), segments, sides, edges, faces, vertices, radius, diameter, and angles (acute, right, obtuse)	50-52	31-1, 31-2, 32-1, 33-1, 37-1

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MA-E-2.1-2	Basic two-dimensional shapes including circles, triangles (right, equilateral), all quadrilaterals, pentagons, hexagons, and octagons.	53, 54	34-1, 35-1
MA-E-2.1.3	Basic three-dimensional shapes including spheres, cones, cylinders, pyramids, cubes, and triangular and rectangular prisms		
MA-E-2.1.4.	Symmetry, congruence, and similar figures		32-2
MA-E-2.1.5	Nonstandard and standard (U.S. Customary, metric) units of measurement	55, 56, 61, 62	36-1
	SKILLS – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:		
MA-E-2.2.1	Sort objects and compare attributes		33-1, 34-1
MA-E-2.2.2	Use symmetry to construct a geometric design		
MA-E-2.2.3	Identify and draw basic two-dimensional shapes in different orientations using rotations (turns), reflections (flips), and translations (slides)		32-2
MA-E-2.2.4	Identify basic three-dimensional shapes by appearance		
MA-E-2.2.5	Use nonstandard and standard units to measure weight, length, perimeter, area (figures that can be divided into rectangular shapes), and angles	55, 57, 58	38-1, 38-2
MA-E-2.2.6	Use standard units to measure volume of rectangular prisms, liquid capacity, money, time, and temperature (e.g., above and below zero)	59, 60, 62	39-1, 40-1, 42-1, 43-1
MA-E-2.2.7	Choose appropriate tools (e.g., protractors, meter sticks, rulers) for specific measurement tasks	55, 61	37-1
MA-E-2.2.8	Identify measurable attributes of an object and make an estimate using appropriate units of measurement	61	37-1, 41-1, 42-1

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MA-E-2.2.9	Use measurements to describe and compare attributes of objects	62	
	RELATIONSHIPS – Students will make connections between concepts and skills, explain how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:		
MA-E-2.3.1	How two-dimensional shapes are alike or different	T.G. p. 53	
MA-E-2.3.2	How three-dimensional shapes are alike or different		
MA-E-2.3.3	How units within the <u>same</u> measurement system (U.S. Customary or metric) are related	56, 61, 62	36-1, 40-1, 41-1, 42-1
MA-E-2.3.4	How lines of symmetry relate to shapes		
	PROBABILITY/STATISTICS		
	CONCEPTS – Students will describe properties of, define, give examples of, and apply to both real world and mathematical situations:		
MA-E-3.1.1	Mean, median, mode, and range of a set of data	21, 22	46-1, 46-2
MA-E-3.1.2	Probability of an unlikely event (near zero) and likely event (near one)		47-2
MA-E-3.1.3	The process of using data to answer questions (e.g., pose a question, plan, collect data, organize and display data, interpret data to answer questions)	22	
	SKILLS – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:		
MA-E-3.2.1	Pose questions that can be answered by collecting data	22	
MA-E-3.2.2	Collect, organize, and describe data (e.g., drawings, tables, charts)	22, 63	47-2, 48-1

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MA-E-3.2.3	Construct and interpret displays of data (e.g., line graph, bar graph, pictograph, line plot, simple Venn diagram, table)	63	48-1
MA-3.3.2.4	Interpret circle graphs	----	
MA-E-3.2.5	Make predictions and draw conclusions based on data	22	47-2
MA-E-3.2.6	Find mean, median, mode, and range of a set of data	21, 22	46-1, 46-2
MA-E-3.2.7	Generate all possible outcomes in simple probability activities		47-2
MA-E-3.2.8	Determine the fairness of games using simple probability activities		47-2
	RELATIONSHIPS – Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:		
MA-E-3.3.1	How data are used to draw conclusions	22	47-2
MA-E-3.3.2	How predictions can be based on probability data		47-2
MA-E-3.3.3	How the type of display is related to data (appropriateness of graphs)	63	48-1
	ALGEBRAIC THINKING		
	CONCEPTS – Students will describe properties of, define, give examples of, and apply to both real world and mathematical situations:		
MA-E-4.1.1	Functions (input-output) through pictures, tables, and words		44-2
MA-E-4.1.2	Number sentences with a missing value or variable		45-5
MA-E-4.1.3	A positive coordinate system of graphing using ordered pairs		44-2

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	SKILLS – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:		
MA-E-4.2.1	Find rules for, extend, and create patterns		44-1, 44-2
MA-E-4.2.2	Create tables to analyze patterns/functions		44-2
MA-E-4.2.3	Find outlines to number sentences with a missing value (e.g., $7 + N = 10$, $N + 5 > 14$)		45-5
MA-E-4.2.4	Locate whole numbers, fractions, and decimals on a number line		11-1
MA-E-4.2.5	Graph ordered pairs on a positive coordinate grid		44-2
	RELATIONSHIPS – Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:		
MA-E-4.3.1	How patterns (e.g., numbers, pictures, words) are alike and different		44-1, 44-2
MA-E-4.3.2	How rules involving number patterns can be explained		44-1, 44-2