



Math Teachers Press, Inc.

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VIRGINIA MATHEMATICS STANDARDS OF LEARNING CORRELATED TO MOVING WITH MATH EXTENSIONS Grade 5

		Student Book	Skill Builders
NUMBER AND NUMBER SENSE			
5.1	The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.		
5.2	the student will		
a.	recognize and name fractions in their equivalent decimal form and vice versa; and	45	25-1
b.	compare and order fractions and decimals in a given set from least to greatest and greatest to least.	32, 44	13-1, 24-1
5.3	The student will		
a.	identify and describe the characteristics of prime and composite numbers; and		4-1
b.	identify and describe the characteristics of even and odd numbers.		
COMPUTATION AND ESTIMATION			
5.4	The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers.	13, 14, 26	45-1
5.5	The student will		
a.	find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths (divisors with only one nonzero digit); and	46, 47	26-1
b.	create and solve single-step and multistep practical problems involving decimals.	48, 49	
5.6	The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form.	37-39	16-1, 17-3
5.7	The student will evaluate whole number numerical expressions, using the order of operations limited to parentheses, addition, subtraction, multiplication, and division.		
MEASUREMENT			
5.8	The student will		
a.	find perimeter, area, and volume in standard units of measure;	57-59	38-1, 38-2
b.	differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation;		

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c.	identify equivalent measurements within the metric system;		41-1, 42-1
d.	estimate and then measure to solve problems, using U.S. Customary and metric units; and	61	
e.	choose an appropriate unit of measure for a given situation involving measurement using U.S. Customary and metric units.	56, 61, 62	41-1, 42-1
5.9	The student will identify and describe the diameter, radius, chord, and circumference of a circle.	54	35-1
5.10	The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.	60	40-1
5.11	The student will measure right, acute, obtuse, straight angles.		37-1
GEOMETRY			
5.12	The student will classify		
a.	angles as right, acute, obtuse, or straight; and		33-1
b.	triangles as right, acute, obtuse, equilateral, scalene, or isosceles.		
5.13	The student, using plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid), will		
a.	develop definitions of these plane figures; and	53	34-1
b.	investigate and describe the results of combining and subdividing plane figures.		
PROBABILITY AND STATISTICS			
5.14	The student will make predictions and determine the probability of an outcome by constructing a sample space.		47-2
5.15	The student, given a problem situation, will collect, organize, and interpret data in a variety of forms, using stem-and-leaf plots and line graphs.	22	
5.16	The student will		
a.	describe mean, median, and mode as measures of center;		
b.	describe mean as fair share;		
c.	find the mean, median, mode, and range of a set of data; and	22	
d.	describe the range of a set of data as a measure of variation.		
PATTERNS, FUNCTIONS, AND ALGEBRA			
5.17	The student will describe the relationship found in a number pattern and express the relationship.		44-1
5.18	The student will		
a.	investigate and describe the concept of variable;		45-5
b.	write an open sentence to represent a given mathematical relationship, using a variable;		45-5
c.	model one-step linear equations in one variable, using addition and subtraction; and		
d.	create a problem situation based on a given open sentence, using a single variable.		
5.19	The student will investigate and recognize the distributive property of multiplication over addition.		5-2