

A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™

to the

**Plainfield School District
Curriculum Resource Alignment**

Grades K - 5



G/M-259

Introduction

This correlation shows the close alignment between **Scott Foresman – Addison Wesley enVisionMATH**, copyright 2009, to the Plainfield School District Curriculum Resource Alignment, K-5. Correlation page references are to the Teacher’s Edition. Lessons in the Teacher’s Edition include facsimile pages of the Student Edition. The Teacher Resource Masters are cited by Topic number followed by page number.

The en**VisionMATH**[™] program is based around scientific research on how children learn mathematics as well as on classroom-based evidence that validates proven reliability.

Personalized Curriculum

en**VisionMATH**[™] provides 20 (16 in Kindergarten) focused topics that are coherent, digestible groups of lessons focusing on one or a few related content areas. A flexible sequence of topics is small enough for a district to rearrange into a personalized curriculum that matches the sequence preferred by the district. The curriculum is designed so that all standards can be taught before the major mathematics testing.

Instructional Design

en**VisionMATH**[™] teaches for deep conceptual understanding using research-based best practices. Essential understandings connected by Big Ideas are explicitly stated in the Teacher’s Edition. Daily Spiral Review and the Problem of the Day focus foundational skills and allow for ongoing practice with a variety of problem types. Daily interactive concept development encourages students to interact with teachers and other students to develop conceptual understanding.

Visual Learning allows students to benefit from seeing math ideas portrayed pictorially as well as being able to see connections between ideas. en**VisionMATH**[™] created a Visual Learning Bridge which is a step-by-step bridge between the interactive learning activity and the lesson exercises to help students focus on one idea at a time and see the connections within the sequence of ideas. The strong sequential visual/verbal connections deepen conceptual understanding for students of all learning modalities and are particularly effective with English language learners and struggling readers. Guiding questions in blue type help the teacher guide students through the examples, ask probing questions to stimulate higher order thinking, and allow for checking of understanding.

Differentiated Instruction

en**VisionMATH**[™] engages and interests all students with leveled activities for ongoing differentiated instruction. A Teacher-Directed Intervention activity at the end of every lesson provides immediate opportunities to get students on track. In addition, ready made leveled learning centers for each lesson allow different students to do the same activity at different levels at the same time giving the teacher uninterrupted time to focus on reteaching students who require intervention. All centers can be used repeatedly due to the inclusion of a “Try Again” at the end. They can also be used for ongoing review and they can be used year after year. Topic-specific considerations for EL, Special Education, At-Risk, and Advanced students enable the teacher to accommodate the diverse learners in the classroom.

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**Scott Foresman – Addison Wesley enVisionMATH
to the
Plainfield School District Curriculum Resource Alignment
Kindergarten**

MA Math

MA0K0 Kindergarten Focus Statement: Kindergarten students will develop relationships between numbers and the application of them in solving problems. They will integrate numbers, patterns, and geometric shapes into their everyday activities and environment.

MA0K0A Counting: Students will name, count, write, and select numbers in a variety of ways.

MA0K0A01 A Rote count to 50. (6.A.Ka)
SE/TE: 88A, 93, 211C, 220A, 222C

MA0K0A02 B Rote count to 100. (6.A.Ka)
SE/TE: 223, 224-224A, 224C

MA0K0A03 B Rote count backwards from 20. (6.A.Ka)
SE/TE: 94C, 231, 232-232A

MA0K0A04 B Skip count by 2's to 20. (6.A.Ka)
SE/TE: 227, 228-228A, 228C, 229, 230-230A, 230C

MA0K0A05 B Skip count by 5's to 100. (6.A.Ka)
SE/TE: 227, 228-228A, 228C, 229, 230-230A, 230C


MA0K0A06 B Skip count by 10's to 100. (6.A.Ka)
SE/TE: 211H, 225, 226-226A, 226C, 227, 228-228A, 228C

MA0K0A07 A Counts objects up to 25. (6.A.Kb)
SE/TE: 49G, 49H, 51A, 51, 52-52A, 52C, 53, 54-54A, 56-56A, 60C, 73C, 73H, 75, 81, 83

MA0K0A08 B Count objects up to 50. (1:1 correspondence). (6.A.Kb)
SE/TE: 213, 215, 217, 219

MA0K0A09 A Writes numerals from 0 to 10. (6.A.Ka)
SE/TE: 49I-49J, 50, 54-54A, 54C, 57, 58-58A, 58C, 59, 60-60A, 73C, 73I-73J, 79, 80-80A, 85, 91

MA0K0A10 B Write the numerals 0 to 100. (6.A.Ka)
SE/TE: 213, 214-214A, 215, 216-216A, 217, 218-218A, 219, 220-220A


MA0K0A11  Estimate the number of objects in a set. (Up to 10) (6.C.Ka)

SE/TE: 56C


Teacher Resource Master: 14-61

MA0K0A12  Name numbers up to 100 in random sequence. (6.A.Ka)


SE/TE: 49E, 49G, 211D, 211E, 212

MA0K0A13  Connect numbers to quantities they represent using physical models and representations 0 to 25. (6.C.Kb)

SE/TE: 51, 55, 69, 77, 81, 83, 85, 87, 89, 91, 213, 215, 217, 219, 225


MA0K0A14  Identifies objects in ordinal positions 1st through 5th. (6A)

SE/TE: 135D, 135I-135J, 143, 144-144A, 144B, 144C, 145, 146-146A, 146B, 146C, 147, 148-148A

MA0K0A15  Recite numbers in sequence using interrupted counting (Example: start at 21 and end at 43). (6.A.Ka)

SE/TE: 224C, 231, 232-232A, 232C

MA0K0B Application of Number Sense: Students will apply counting concepts to solve simple mathematical problems.

MA0K0B01  Compare two or more sets using manipulatives. (Example: more, less, equal) (6.D.K)


SE/TE: 63, 65, 67, 68C, 73D, 99D, 99E, 99G, 99H, 100, 101, 103, 105, 107, 199, 289

MA0K0B02  Solve number stories using manipulatives. (6.B.Ka)

SE/TE: 101, 103, 105, 107, 109, 177, 179, 181, 183, 185, 187, 195, 197, 201, 203

MA0K0B03  Identify place value of two-digit numbers (1's and 10's) with manipulatives.

SE/TE: 211G, 213, 214-214A, 214C, 215, 217, 219, 220-220A


MA0K0B04  Solve one-step addition problems with manipulatives. (Sums to 5) (8.C.K)

SE/TE: 109, 175D, 175E, 175F, 175G, 175H, 175I-175J, 177, 178-178A, 178C, 179, 181, 183, 185, 187

MA0K0B05  Solve one-step subtraction problems with manipulatives. (8.C.K)

SE/TE: 193F, 193G, 193H, 193I-193J, 195, 196-196A, 196C, 197, 198-198A, 198C, 201, 202-202A, 203, 205, 207


MA0K0C Measurement: Students will measure, describe, and compare length, weight, volume, time, and temperature using non-standard measurement units.

MA0K0C01  Utilize a calendar to demonstrate knowledge of morning, afternoon, days of the week, months of the year, a week, and a month. (7.A.Kb)


SE/TE: 269C, 269D, 269E, 269H, 269I-269J, 274C, 276C, 277, 278-278A, 278C, 279, 280-280A, 280C, 287E

MA0K0C02  Tell time to the hour using an analog clock. (7.A.Kb, 7.C.K)


SE/TE: 261, 262-262A, 262B, 262C, 264A, 264C

MA0K0C03  Compare length using non-standard units and measurement words. (Example: longer, shorter, taller). (7.A.Ka)


SE/TE: 151C, 151D, 151E, 151F, 151G, 151H, 152, 155, 156-156A, 156B, 156C, 157, 158-158A, 158C, 161

MA0K0C04  Compare weight using non-standard units and measurement words (example: heavier, lighter). (7.A.Ka)


SE/TE: 167, 168-168A, 168B, 168C, 169, 170A, 170C, 170C, 172A

MA0K0C05  Compare volume using non-standard units and measurement words. (example: more, less, full, empty) (7.A.Ka)

SE/TE: 151H, 163, 164-164A, 164B, 164C, 166A


MA0K0C06  Discriminate between temperature changes. (Example: Today is warm, cold). (8.D.K)

SE/TE: 269F, 269H, 271, 281, 282-282A, 282C, 283, 284-284A, 284C

MA0K0C07  Manipulate standard measurement tools (Example: ruler, rocker balance). (7.B.Kb)

SE/TE: 167, 168C, 169, 170-170A, 170B, 170C, 171, 172-172A, 172C


MA0K0D Patterns: Students will identify and manipulate patterns in a variety of ways.

MA0K0D01  Recognize and extend patterns. (8.A.Kb)

SE/TE: 31C, 31D, 31E, 31G, 31I-31J, 33, 34-34A, 34C, 35A, 35, 36-36A, 36C, 37A, 37, 38-38A, 41, 43


MA0K0D02  Create simple patterns using manipulatives. (8.A.Kb)

SE/TE: 31G, 31H, 41, 45, 46A, 46C


MA0K0D03  Rename patterns using letters to describe a pattern. (Example: ABAB, ABCABC) (8.A.Kb)

SE/TE: 36C, 39, 42C


MA0K0E Geometry: Students will identify geometric shapes, locate them in their environment, and manipulate them to solve problems. They will identify common and uncommon attributes of objects using a variety of properties.

MA0K0E01  Identify and name two-dimensional shapes. (Example: circle, square, triangle, rectangle). (9.A.Ka, 9.A.Kb)


SE/TE: 113C, 113F, 113G, 114, 115, 116-116A, 117, 118-118A, 118C, 120A, 121

MA0K0E02  Sort and classify objects by a variety of properties. (8.A.Ka)


SE/TE: 1C, 1G, 5, 6C, 8C, 10C, 12C, 82A, 287C

MA0K0E03  Sort and identify geometric shapes by attributes. (Example: shape, size, color). (9.A.Kc)

SE/TE: 1C, 1D, 1G, 3, 4A, 4C, 6A, 7, 9, 12A, 115, 116-116A, 116C, 117, 118-118A


MA0K0E04  Identify pattern blocks and use them to solve puzzles. (9A)

SE/TE: 119, 120-120A, 120B, 120C, 121, 122-122A, 131, 132-132A


MA0K0E05  Identifies direction, location, and position words. (Example: inside/outside, behind/in front, under/above) (9.B.K)

SE/TE: 15C, 15D, 15G, 15H, 16, 17, 18-18A, 18B, 18C, 19A, 19, 21, 23, 25, 27

MA0K0F Organization of Data: Students will gather data, create simple graphs, and interpret data using graphs.

MA0K0F01  Collect simple data for graphing. (Example: tally marks, manipulatives) (10.A.Ka)

SE/TE: 95, 272A, 287C, 287D, 287E, 287F, 287G, 287H, 288, 291, 292-292A, 292C, 298C


MA0K0F02  Complete simple graphs and compare information from simple graphs. (10.A.Kb, 10.A.Kc)

SE/TE: 95, 97C, 287C, 287D, 287E, 287G, 287H, 287I-287J, 288, 291, 292-292A, 293, 295, 297, 301


MA0K0G Money: Students will name and sort coins (penny, nickel, dime, quarter) and use pennies in a variety of ways.

MA0K0G01  Sort pennies, nickels, dimes, and quarters by appearance. (7.A)


SE/TE: 235D, 244C

MA0K0G02  Name penny, nickel, dime, and quarter. (7.A)

SE/TE: 235E, 242C, 244C

MA0K0G03  Identify pennies, nickels, dimes, and quarters by their value. (7.A)

SE/TE: 235C, 235I-235J, 236, 237, 239, 241, 242A, 242C, 243, 244C, 245

MA0K0G04  Use pennies and their value in solving a variety of math problems. (7.A, 8.C.K)

SE/TE: 235G, 235H, 237, 238-238A, 238C, 247, 248-248A, 248C

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to the
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Grade One

MA001 Grade 1

Focus Statement: First grade students will manipulate a variety of materials, solve basic addition and subtraction facts, apply time and money concepts, and create and interpret graphs.

MA001A Counting: Students will use and identify numbers up to 1,000 orally and in written form; they will use a variety of tools and materials to relate numbers to everyday experiences.

MA001A01 🟢 Read, write, recognize and count numbers up to 1000. (6A)
SE/TE: 3, 7, 15, 23, 117G-117H, 142, 262, 274B, 279, 329E

MA001A02 🟢 Count up and back on the number grid/line to 100. (6A)
SE/TE: 29D, 42B, 261C, 275, 276-278, 278B, 343, 344-346, 346B, 347, 348-350, 350B, 351, 352-354, 354B

MA001A03 🟢 Skip count by 5's and 10's past 100. (6A.A1)
SE/TE: 261F, 261G-261H, 271, 272-274, 275, 276-278, 278B, 279, 280-282, 282B, 291, 292-294, 294B, 295, 617

MA001A04 🟢 Skip count by 2's past 100. (6A.A1)
SE/TE: 261C, 261F, 276-278, 278B, 279, 280-282, 282B, 292-294, 294B, 295, 296-298, 298B

MA001A05 🟢 Skip count by 25's past 100. (6A.A1)
Related Content: 279, 280-282, 282B
Students skip count by 10's, 5's and 2's.

MA001A06 🟢 Count back from 30 by 1's. (6A)
SE/TE: 39, 40-42, 42B, 331, 332-334, 334B, 335, 336-338, 338B, 351, 352-354, 354B

MA001A07 🟢 Compare and order numbers up to 50. (6A.A5)
SE/TE: 31, 32-34, 34B, 35, 36-38, 38B, 39, 40-42, 42B, 43, 44-46, 46B, 347, 351, 359

MA001A08 🟢 Write and count tallies up to 20. (6A)
SE/TE: 117D, 557, 558-560, 560B

MA001A09 🟢 Connect numbers to their written word up to 10. (6A.A7)
SE/TE: 1E, 1F

MA001A10 3 Compare one and two-digit numbers using $<$, $>$, $=$ up to 100. (6A)
SE/TE: 29C, 329D, 339, 340-342, 342B

MA001A11 1 Use calculator to display numbers. (6A)
SE/TE: 190

MA001A12 1 Read ordinal numbers up to 10th. (example: 1st, 2nd, 3rd) (6A.A6)
SE/TE: 287, 288-290, 290B

MA001A13 3 Find equivalent representations for numbers up to 20. (example: 10, ten, 2+8)
(6A)
SE/TE: 49D, 51, 55, 56-58, 59, 60-62, 75, 87, 88-90, 91, 92-94, 123, 127, 128-130, 131, 132-134

MA001B Addition and Subtraction: Students will add and subtract one and two digit whole numbers without regrouping and apply this to word problems.

MA001B01 2 Differentiate between addition and subtraction. (6B.A3)
SE/TE: 81C, 107, 108-110, 110B, 169C, 169D, 175, 176-178, 178B, 179, 180-182, 182B

MA001B02 2 Use number grid/line to solve addition and subtraction problems. (6C.A1)
SE/TE: 607C, 607D, 608, 613, 614-616, 616B, 625, 626-628, 628B

MA001B03 3 Solve basic addition and subtraction facts using a variety of strategies. (6B.A1)
SE/TE: 71, 72-74, 75, 76-78, 111, 112-114, 123, 143, 147, 151, 163, 171, 172-174, 175, 179, 187

MA001B04 2 Solve and create single digit addition and subtraction number stories. (6B.A2)
SE/TE: 50, 67, 70B, 81G-81H, 82, 91, 99, 100-102, 102B, 103, 104-106, 111, 163, 171, 187


MA001B05 4 Memorize addition facts for 0, 1, doubles, and sums of 10. (6B.A1)
SE/TE: 117C, 117D, 127, 128-130, 130B, 131, 132-134, 134B, 135, 136-138, 138B, 141C, 141D, 143, 147

MA001B06 3 Identify fact families and use them to solve problems. (6B.A5)
SE/TE: 107, 108-110, 110B, 521, 522-524, 524B


MA001B07 3 Find simple sums and missing addends up to 10. (8C.A1)
SE/TE: 1D, 49C, 63, 64-66, 66B, 67, 68-70, 71, 72-74, 82, 143, 144-146, 147, 152-154, 155


MA001B08 4 Solve addition problems with three or more one-digit numbers using manipulatives. (6B.A4)
SE/TE: 505, 506-508, 508B


MA001B09 4 Solve two-digit addition without regrouping using manipulatives. (6B.A1)
SE/TE: 607C, 609, 612B, 617, 620B

MA001B10  Solve two-digit subtraction without regrouping using manipulatives.(6B.A1)
SE/TE: 629, 632B, 633, 634-636, 636B


MA001C Place value: Students will identify and make exchanges in place value for ones, tens, and hundreds.


MA001C01  Identify place value for ones, tens, hundreds (6A.A4)
SE/TE: 11, 263, 271, 301C, 301D, 301E, 301G-301H, 302, 303, 304-306, 307, 311, 315, 609, 613


MA001C02  Make exchanges in place value (6A)
SE/TE: 319, 320-322, 322B, 323, 324-326, 326B, 621


MA001C03  Examine the number grid to identify patterns in place value (6A)
SE/TE: 275, 276-278, 302, 335, 336-338, 338B, 343, 344-346, 346B


MA001D Fractions: Students will compare and describe fractions of a whole to halves, thirds, and fourths using manipulatives.

MA001D01  Use concrete representations of unit fractions to understand the meaning of fractions (6A.A9)
SE/TE: 583C, 583D, 583F, 585, 592B, 593, 596B


MA001D02  Distinguish between numerator and denominator (6A)
Related Content: 589, 593, 597, 601
Students describe fractions using phrases such as “1 out of 3.”
This objective is taught in Grade 2: 355, 359, 367, 371


MA001D03  Identify basic fractions for $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, and whole (6A.A8)
SE/TE: 589, 590-592, 593, 594-596, 600B, 601, 602-604, 604B

MA001D04  Identify uses of fractions (6A)
SE/TE: 583E, 583G-583H, 585, 589

MA001D05  Label fractional parts of geometric shapes (6A.B7)
SE/TE: 589, 590-592
Teacher Resource Masters: 19-19—19-21


MA001E Time: Students will tell time using a calendar, a digital clock, and an analog clock to the hour and half-hour.

MA001E01  Compare hour and minute hand (7A.B4)
SE/TE: 451E, 453, 454-456


MA001E02  Discriminate between AM and PM (7A.B5)

Related Content: 453, 457, 461, 473

Students tell time to the hour and half hour using analog and digital formats.

MA001E03  Describe relationships between units of time (seconds, minutes, hours, days) (7A.B5)

SE/TE: 465, 466-468, 468B


MA001E04  Use digital and analog clocks to tell time to the nearest $\frac{1}{2}$ hour and hour (7A.B4)

SE/TE: 451C, 451D, 451G-451H, 452, 453, 454-456, 456B, 457, 458-460, 460B, 461, 462-464, 464B


MA001E05  Describe chronological events (calendar, timelines, seasons) (7A.A4)

SE/TE: 469, 470-472, 472B, 473, 474-476, 476B


MA001F Money: Students will identify and use the penny, nickel, dime, and quarter to determine values of money to one dollar.

MA001F01  Identify equivalencies between coins. (Example: 1 quarter = 5 nickels) (7A.A5)

SE/TE: 365G-365H, 367, 368-370, 372-374, 375, 376-378, 378B


MA001F02  Recognize and calculate value of coin combinations up to \$1.00 (penny, nickel, dime, and quarter) (7A.A6)

SE/TE: 365C, 365D, 365F, 365G-365H, 366, 367, 368-370, 370B, 371, 372-374, 374B, 375, 376-378, 383, 384-386


MA001F03  Use dollar and cents notation (7A)

SE/TE: 367, 379, 382, 384-386

MA001G Measurement: Students will estimate length; they will measure using standard units of measurement.

MA001G01  Use tools to measure (7A.B1)

SE/TE: 393D, 407, 408-410, 410B, 411, 412-414, 414B, 423, 426B, 430B, 431, 435, 438B

MA001G02  Use a thermometer to measure temperature to the nearest 10 degrees Fahrenheit. (7C)

Related Content: 443, 444-446, 446B

Students estimate and compare the relative temperature of objects.

This objective is taught in Grade 2: 467

MA001G03  Measure lengths with standard units (7A.B2)

SE/TE: 407, 408-410, 410B, 411, 412-414, 414B

MA001G04 Estimate and compare lengths and heights (7A.A1)

SE/TE: 393D, 393E, 393F, 393G-393G, 395, 396-398, 398B, 399, 400-402, 402B, 403, 404-406, 406B, 407

MA001G05 Compare inches to centimeters (7B)

SE/TE: 411

MA001H Patterns: Students will identify, reproduce, extend and rename patterns.

MA001H01 Identify, complete, and extend patterns (8A.A2)

SE/TE: 241C, 241D, 241E, 241F, 241G-241H, 242, 243, 244-246, 247, 248-250, 250B, 251, 252-254, 254B, 255

MA001H02 Identify even and odd numbers up to 20 using manipulatives (6A.A3)

SE/TE: 261D, 283, 286B

MA001H03 Describe given patterns using letters (8A.A3)

SE/TE: 241C, 247, 248-250, 251, 252-254

MA001I Geometry: Students will compare, contrast, and sort geometric shapes and identify their attributes.

MA001I01 Compare, identify, and sort two-dimensional shapes (circle, square, rectangle, rhombus, hexagon, oval, trapezoid, triangle) (9B.A2)

SE/TE: 193C, 193D, 193E, 193F, 193G-193H, 194, 195, 196-198, 198B, 199, 200-202, 202B

MA001I02 Compare, identify, and sort three-dimensional shapes (sphere, cylinder, rectangular prism, pyramid, cone, cube) (9B.A2)

SE/TE: 193C, 193D, 193E, 193F, 194, 227, 228-230, 230B, 231, 232-234, 234B, 235, 236-238, 238B

MA001I03 Identify a shape as a polygon (9B)

Related Content: 195, 196-198, 198B, 199, 200-202, 202B

Students identify and name standard plane shapes.

This objective is taught in Grade 2: 321

MA001I04 Sort and identify objects by attributes: size, color, shape, thickness, sides, and corners (8A.A1)

SE/TE: 199, 200-202, 202B, 235, 236-238, 238B, 540, 544B, 564B

MA001I05 Draw line segments using a ruler (7C)

Related Content: 199, 200-202

Students draw plane shapes from descriptions.

MA001I06 Identify line of symmetry and symmetrical figures (9B)

SE/TE: 193C, 193D, 193F, 219, 220-222, 222B

MA001I07 Describe and interpret relative positions in space and apply concepts of relative position (e.g., above/below, right/left) (9A.A3)

SE/TE: 553, 554-556, 556B

MA001J Graphing and Probability: Students will label and organize information into a graph and draw conclusions based on the data in the graph.

MA001J01 Gather and organize data for graphing (10B.A1)

SE/TE: 544B, 557, 558-560, 560B, 564B, 565, 566-568, 568B, 572B

MA001J02 Record data on a pre-made graph (pictograph, table, bar graph) (10A.A1)

SE/TE: 561, 562-564, 564B, 569, 570-572, 572B

MA001J03 Predict outcomes and amounts on a graph (10C.A2)

SE/TE: 573, 574-576, 576B, 577, 578-580, 580B

MA001J04 Interpret data from graphs (pictograph, table, bar graph) (10A.A2)

SE/TE: 539D, 539G-539H, 542-544, 544B, 545, 546-548, 548B, 549, 550-552, 552B, 564B, 566-568, 568B, 569, 570-572, 572B

MA001J05 Identify possible and impossible results of probability events using concrete materials. (10C.A1)

SE/TE: 539C, 573, 574-576, 576B

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Grade Two

MA002 Grade 2

Focus Statement: Second grade students will memorize addition and subtraction facts for numbers 0-10. Students will apply strategies to solve double digit addition and subtraction number problems and number stories. Students will also use tools to measure, tell time, and manipulate money.

MA002A Number Sense: Students will compare and contrast numbers up to 10,000 in a variety of ways.

MA002A01 ↓ Extend initial understanding of place value and the base ten number system. (Place value up to 5 digits) 6A.B2

SE/TE: 98, 99, 100-102, 102B, 103, 104-106, 106B, 110B, 135, 136-138, 138B, 511, 515, 519, 527

MA002A02 ↻ Estimate the sums and differences between one and two digit numbers. 6C.B2

SE/TE: 281C, 281E, 287, 288-290, 290B, 299, 300-302, 302B

MA002A03 ↓ Describe numeric relationships using comparison notation. (Order and compare numbers up to 10,000 using $<$, $>$, $=$). (6A.B3)

SE/TE: 97C, 116-118, 118B, 509C, 509D, 531, 532-534, 534B

MA002A04 ↓ Find equivalent representations for numbers up to 100. (6A)

SE/TE: 107, 108-110, 110B

MA002A05 ↻ Round numbers to the nearest tens and hundreds. (6A)

SE/TE: 169C, 169E, 287, 288-290, 290B, 299, 300-302, 302B, 555, 556-558, 558B, 571, 572-574, 574B

MA002B Addition and Subtraction: Students will memorize addition and subtraction facts. Students will compute addition and subtraction of 2 digit whole number problems with regrouping.

MA002B01 ↓ Memorize basic addition and subtraction facts (0-10). (6B.B5)

SE/TE: 1G-1H, 2, 69C, 69D, 70, 194

MA002B02 2 Explain and use mental math strategies to solve simple addition and subtraction problems. (ex: add 3 – 1 digit numbers mentally) (6C.B1)

SE/TE: 54B, 55, 63, 78B, 169D, 169G-169H, 171, 172-174, 174B, 175, 176-178, 179, 195, 291, 303

MA002B03 3 Solve 2 step addition number sentences and word problems with regrouping. (6B.B1)

SE/TE: 219, 223, 227, 231, 234B, 235, 239, 243, 271, 275, 283, 291, 471, 559, 563

MA002B04 4 Solve 2 step subtraction number sentences and word problems with regrouping. (6B.B1)

SE/TE: 251, 255, 259, 260-262, 262B, 263, 264-266, 266B, 267, 271, 275, 295, 303, 575, 579

MA002C Fractions: Students will represent and compare fractions.

MA002C01 2 Represent, order, label, and compare unit fractions (where the numerator is 1) using manipulatives. (6A.B7)

SE/TE: 355, 356-358, 358B

MA002C02 3 Shade a fractional part. (6A.B6)

SE/TE: 349C, 350, 355, 368-370

MA002C03 2 Identify a fractional part. (6A.B6)

SE/TE: 349D, 349F, 349G-349H, 350, 355, 356-358, 358B, 359, 360-362, 362B, 367, 368-370, 370B

MA002C04 3 Compare and order fractions $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1. (6A)

Related Content: 349C, 349F, 355, 358B

Students model and identify fractional parts.

This objective is taught in Grade 3: 288B, 288-289, 290B

MA002D Measurement Students will accurately measure a variety of objects using the appropriate tool. Students will tell time to 5-minute intervals on both analog and digital clocks.

MA002D01 2 Explain the need for using standard units of measurement. (7A)

SE/TE: 391, 423, 435

MA002D02 2 Select an appropriate unit and tool for measurement. (7CB1)

SE/TE: 377C, 379, 394B, 398B, 403, 413F, 443, 446B

MA002D03 2 Estimate standard measurements of length, weight, and capacity. (7BB2)

SE/TE: 391, 395, 396-398, 398B, 413C, 413D, 414, 423, 424-426, 426B, 427, 428-430, 430B, 435, 439

MA002D04 2 Accurately use a thermometer reading both F and C. (7AB1)
SE/TE: 467, 468-470, 470B

MA002D05 3 Measure objects using standard units. (7AB2)
SE/TE: 377D, 377E, 413D

MA002D06 4 Tell time using an analog clock. (ex: select a clock with the given time to the 5 minutes. Set an analog clock to show the given time to the 5 minutes.) (7A.B4)
SE/TE: 449C, 449D, 449F, 450, 451, 452-454, 454B, 455, 456-458

MA002D07 4 Estimate elapsed time for a given task (ex: What time will it be in 5 minutes? What time was it 30 minutes ago?) (7B.B1)
SE/TE: 459, 460-462, 462B

MA002E Money: Students will manipulate money to calculate given amounts and use the appropriate money notation.

MA002E01 4 Write given amounts of money in dollar and cent notation. (7A)
SE/TE: 144-146, 147, 148-150, 152-154, 156-158, 159, 164-166, 283, 284-286, 298B

MA002E02 4 Estimate the amount of money needed to make a purchase. (7B.B3)
SE/TE: 281C, 281E, 287, 288-290, 290B, 299, 300-302, 302B

MA002E03 2 Calculate the value of coin and bill combinations less than \$10.00. (7C.B3)
SE/TE: 141C, 141E, 141G-141H, 142, 143, 144-146, 146B, 147, 148-150, 150B, 151, 152-154, 154B, 158B, 159

MA002E04 4 Show equivalent amounts of money. (7A.B7)
SE/TE: 141D, 155, 156-158, 158B, 163, 164-166, 166B

MA002E05 4 Explore and explain making change using manipulatives. (7A.B8)
SE/TE: 195, 295, 298B, 307, 308-310, 310B

MA002F Patterns: Students will identify, extend, and use patterns to solve problems.

MA002F01 1 Extend numeric patterns involving addition and /or subtraction. (ex: 1,3,5...what are the next 2 numbers?) (8A.B5)
SE/TE: 127, 128-130, 130B, 187, 188-190, 190B, 543, 544-546

MA002F02 1 Recognize and explain odd and even numbers up to 1,000. (6A.B5)
SE/TE: 97D, 131, 132-134, 134B

MA002F03 1 Demonstrate the relationship between addition and subtraction. (“Turn around rule”) (6B.B2)
SE/TE: 23, 26B, 69C, 69G-69H, 70, 75, 76-78, 78B, 79, 80-82, 82B, 83, 84-86, 87, 271

MA002F04 3 Describe a pattern involving finding missing addends greater than 10. (8A.B7)
SE/TE: 543, 544-546, 546A

MA002F05 4 Connect repeated addition to multiplication. (6B.B4)
SE/TE: 591, 592-594, 594B

MA002F06 4 Demonstrate multiplication and division through equal grouping and equal sharing of objects. (6B.B3)
SE/TE: 589F, 591, 594B, 595, 598B, 602B, 603, 617C, 617D, 617E, 619, 622B, 623, 626B, 631

MA002F07 4 Memorize multiplication facts for 0, 1, 2, 5, 10. (6B)
589D, 618
Teacher Resource Masters: 20-46—20-47

MA002G Geometry: Students will compare and contrast attributes of two-dimensional and three-dimensional shapes and explore symmetry, perimeter and area.

MA002G01 2 Compare parallel and nonparallel lines. (9A)
Related Content: 319
Students review the attributes of plane shapes.
This objective is taught in Grade 3: 242B, 242-243, 243B

MA002G02 2 Draw and name line segments. (9A)
Related Content: 323, 327, 335
Students draw line segments to divide a plane figure into other shapes. They also draw shapes that have been translated, rotated or reflected.
This objective is taught in Grade 3: 242B, 242-243, 243B

MA002G03 2 Identify, compare and contrast attributes of two-dimensional shapes (circle, oval, triangle, square, rectangle, pentagon, hexagon, octagon, rhombus, trapezoid) using the appropriate vocabulary. (9B.B2)
SE/TE: 313C, 313F, 343, 344-346, 346B

MA002G04 2 Identify, compare and contrast attributes of three-dimensional shapes (cubes, spheres, cones, cylinders, pyramids, prisms) using the appropriate vocabulary. (ex. bases, faces, vertices, apex, number of parallel lines, shape of base) (9B.B2)
SE/TE: 313F, 313G-313H, 315, 316-318, 318B, 319, 320-322, 322B, 323, 324-326, 326B, 343, 344-346, 346B

MA002G05 3 Describe perimeter and area of real objects. (7C.B2)
SE/TE: 402B, 406, 407, 410, 410B

MA002G06 3 Find area and perimeter using a grid. (7C.B2)
SE/TE: 399, 400-402, 402A, 403, 404-406, 406B, 407, 408-410

MA002G07 2 Create and complete shapes that have lines of symmetry. (9A.B4)
SE/TE: 339, 340-342, 342B

MA002H Graphing: Students will organize, describe, and make predictions from existing and gathered data.

MA002H01 3 Organize and interpret simple data displays such as pictographs, tallies, tables, and bar charts. (10A.B1)

SE/TE: 135, 450, 477F, 477G-477H, 478, 479, 480-482, 482B, 483, 484-486, 486B, 487, 488-490, 503, 583

MA002H02 3 Make predictions from simple data displays. (10A.B2)

SE/TE: 499, 500-502, 502A

MA002H03 3 Gather data by creating and using interview questions. (10B.B1)

SE/TE: 479, 482B, 483, 487, 490B

MA002H04 4 Find the minimum and maximum numbers of a data set. (10A)

Related Content: 479, 487, 503, 583

Students identify the category on a graph with the fewest or most items.


**Scott Foresman – Addison Wesley enVisionMATH
to the
Plainfield School District Curriculum Resource Alignment**

Grade Three


MA003 Grade 3

Focus Statement: Students will model and memorize basic multiplication facts 0-10; read, write, recognize and apply operations to solve problems with whole numbers up to 100,000. Students will select and utilize appropriate standard units and tools to measure length, time and temperature. Students will describe and build two and three-dimensional shapes.


MA003A Students will identify and order whole numbers up to 100,000.

MA003A01  Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 100,000.(6.3.01)

SE/TE: 2C, 2D, 4B, 4-5, 5B, 6B, 6-7, 7B, 8B, 8-9, 9B, 84C

MA003A02  Order and compare whole numbers up to 100,000 using symbols (>,<, =) and words. (e.g., greater than, less than, equal to, between)(6.3.05)

SE/TE: 2C, 2E, 12B, 12-13, 14, 15B, 16B, 16-17, 17B, 35, 43

MA003A03  Identify and locate whole numbers and halves on a number line. (6.3.07)

SE/TE: 12, 16, 40B, 40, 290B, 290-291, 292-293, 293B, 337

MA003A04  Represent multiplication as repeated addition. (6.3.04)

SE/TE: 108B, 108-109, 109B, 110, 112, 114, 127B, 151B

MA003A05  Round numbers to the nearest 1,000. (6C.C1)


SE/TE: 77

Related Content: 40B, 43B

Students round numbers to the nearest 100.

This objective is taught in Grade 4: 14, 15B

MA003B Students will memorize multiplication facts 0-10, use decimals, and explore fractions

MA003B01  Solve problems involving descriptions of numbers, including characteristics and relationships. (e.g., odd/even, factors/multiples, greater than/less than) (6.3.09)

SE/TE: 2C, 2D, 24B, 24-25, 30D, 122, 125B, 143, 151B, 253

MA003B02 1 Solve problems and number sentences involving addition and subtraction with regrouping using one of various algorithms. (must include the traditional algorithm) (6.3.09, 6BC7)

SE/TE: 34B, 36B, 39B, 48B, 50B, 53B, 54B, 56B, 58B, 68B, 72B, 86B, 88B, 90B, 92B

MA003B03 1 Use the inverse relationships between addition and subtraction to complete basic fact sentences and solve problems. (e.g., $14 + 9 = 23$ and $23 - 9 = 14$) (6.3.12)

SE/TE: 66B, 67A, 68

MA003B04 2 Solve problems involving the multiplicative identity of one (e.g., $3 \times 1 = 3$) and the additive identity of zero. (e.g., $3 + 0 = 3$). (6.3.13)

SE/TE: 32-33, 33B, 95, 130B, 130, 131B, 425

MA003B05 1 Explore, discuss, and solve problems involving the value of a collection of bills and coins whose total value is \$10.00 or less and make change. (6.3.10, 6AC6)

SE/TE: 2D, 18B, 18-19, 20-21, 22B, 22-23, 23B, 64D, 308B, 311, 312B, 315B

MA003B06 2 Order and compare decimals using monetary units. (6.3.06)

SE/TE: 2E, 311, 314, 319

MA003B07 3 Model and apply basic multiplication and division number sentences and word problems (up to 10×10) and apply them to related multiples of 10 (e.g., $3 \times 4 = 12$, $30 \times 4 = 120$) using the traditional algorithm to solve two-digit by one-digit number. (6.3.11)

SE/TE: 410D, 411, 412B, 412-413, 413B, 434D, 436B, 436-437, 437B

MA003B08 4 Solve multiplication and division number sentences and word problems. (6BC5)

SE/TE: 110B, 117B, 126B, 132B, 142B, 148B, 152B, 164B, 166B, 170B, 172B, 174B, 196B, 426B, 448B

MA003B09 2 Make a reasonable estimate appropriate to a given situation with whole numbers. (6.3.14, 6CC1, 6CC3)

SE/TE: 44B, 47B, 54B, 54-55, 56B, 57, 64D, 64E, 74B, 74-75, 78B, 88B, 92B, 414B, 438B

MA003B10 3 Recognize equivalent forms of a fraction represented with a pictorial model. (6.3.03, 6AC3)

SE/TE: 274D, 284B, 284-285, 286, 287B

MA003B11 3 Represent, order, label, and compare familiar fractions. (6AC4)

SE/TE: 274D, 276B, , 277B, 278B, 278-279, 279B, 280B, 280-281, 281B, 282, 283B, 288B, 288-289, 289B, 290B, 290-291

MA003C Students will use various tools to measure length, time, temperature, area and volume.

MA003C01 4 Solve problems involving simple elapsed time between two events in compound units (e.g., minute, hour, day). (7.3.01, 7CC2)

SE/TE: 400B, 400-401, 401B

MA003C02 1 Select, explain and use appropriate standard units and tools to measure length (to the nearest inch or cm), time (to the nearest minute). (7.3.02, 7AC1)

SE/TE: 326C, 328B, 328-329, 330-331, 331B, 348C, 350B, 350-351, 351B, 392B, 394, 395B, 396B, 396-397, 397B

MA003C03 2 Select, explain and use appropriate standard units and tools to measure temperature to the nearest degree. (7.3.02, 7A.C1)

SE/TE: 359, 402B, 402-403, 403B

MA003C04 2 Show, explain, and solve problems involving the perimeter of a polygon with given side lengths or a given standard and nonstandard unit of measurement (e.g., paperclip). (7.3.03, 7AC4, 7BC1)

SE/TE: 366C, 366D, 367, 368B, 368-369, 369B, 370B, 370-371, 371B, 373B

MA003C05 2 Show, explain, and solve problems involving the area of a figure when whole and half square units are shown within the figure. (7.3.04, 7AC4)

SE/TE: 366C, 366D, 376B, 376-377, 377B, 378B, 378-379, 379B

MA003C06 1 Compare, estimate, and solve problems using length. (7.3.05, 7CC3)

SE/TE: 326C, 326E, 328B, 328-329, 330-331, 331B, 334B, 336, 348C, 350B, 350-351, 351B, 352B, 353, 354

MA003C07 2 Compare, estimate, and solve problems using perimeter and area. (7.3.05, 7CC3)

SE/TE: 366D, 369, 371, 372B, 372-373, 373B, 377, 377B, 383, 384B, 384-385, 385B

MA003C08 3 Compare, estimate, and solve problems using weight/mass. (7.3.05, 7CC3)

SE/TE: 326D, 340B, 340-341, 341B, 348D, 358B, 358-359, 359B

MA003C09 4 Determine the volume of a solid figure that shows cubic units. (7.3.06)

SE/TE: 380B, 380-381, 382

MA003C10 4 Solve problems involving simple unit conversions within the same measurement system for time and length using standard units in the U.S. customary and metric system. (7.3.07, 7AC2)

SE/TE: 336-337, 353, 354, 398B, 398-399, 399B

MA003D Students will solve one-step equations with an unknown quantity.

MA003D01 1 Determine a missing term in a pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern (sequence). (8.3.01)

SE/TE: 121B, 122B, 125B, 128B, 150, 151B, 204C, 204D, 204E, 205, 206B, 210B, 218B, 298B, 360B

MA003D02 2 Apply the relationship of multiplication and division fact families to solve for an unknown quantity. (8CC1)

SE/TE: 184, 186B, 190B, 192B, 193B

MA003D03 1 Demonstrate, write, and use how to select an appropriate operation to solve problems involving patterns. (8.3.02, 8DC1)

SE/TE: 113, 208B, 208-209, 209B, 210B, 211B, 212B, 213, 214, 215B, 227

MA003D04 1 Represent simple mathematical relationships with number sentences (equations and inequalities). (8.3.03)

SE/TE: 12B, 14, 15B, 32B, 34-35, 39, 43, 56-57, 59B, 64D, 88-89, 93, 94, 196B, 222B

MA003D05 1 Solve one-step addition and subtraction equations that have a missing number or missing operation sign. (e.g., $3+? =5$, $6? 1=7$). (8.3.04)

SE/TE: 32-33, 66-67, 71, 109, 125

MA003D06 4 Solve one-step linear equations using manipulatives. (8DC2)

SE/TE: 48, 54, 55B, 66B, 67B

MA003D07 3 Solve word problems involving unknown quantities. (8.3.05)

SE/TE: 36B, 58B, 72B, 110B, 126B, 132B, 142B, 148B, 152B, 164B, 170B, 174B, 224B, 374B, 448B

MA003E Students will describe and build two and three-dimensional figures.

MA003E01 3 Describe, sketch, and build two-dimensional shapes (triangles, squares, rectangles, pentagons, hexagons, octagons) according to the number of sides, length of sides, and number of vertices. (9.3.01, 9AC3)

SE/TE: 232D, 246B, 246-247, 247B, 248B, 248-249, 249B, 250B, 250-251, 252B, 252, 253B

MA003E02 3 Build three-dimensional shapes. (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices) (9.3.02)

SE/TE: 232C, 380B, 383B

MA003E03 4 Locate and identify points using numbers and symbols on a grid and describe how points relate to each other on a grid. (e.g., ? is 2 units below ?, point A is 3 units to the right of point B) (9.3.03)

SE/TE: 468B, 469, 470, 471B

MA003E04 3 Describe whether or not a figure has a line of symmetry and sketch or identify the line of symmetry. (9.3.04)

SE/TE: 258D, 259, 264B, 264-265, 265B, 267, 268

MA003E05 3 Identify, predict and describe images resulting from flips (reflections), slides (translations), or turns (rotations). (9.3.05, 9AC2)

SE/TE: 258C, 258E, 261, 263, 263B

MA003E06 3 Identify parallel lines. (9.3.06)

SE/TE: 242B, 242-243, 243B

MA003E07 3 Identify the two-dimensional components of a three-dimensional object (e.g., a cube has square faces). (9.3.07)

SE/TE: 232C, 234B, 235, 238B, 238-239, 240, 241B

MA003E08 3 Identify and build a three-dimensional object from two-dimensional representations of that object. (9BC4)

SE/TE: 342B, 342-343

MA003E09 3 Identify a three-dimensional object from its net. (9.3.08)

SE/TE: 238B, 241

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MA003E10 3 Predict the result of putting shapes together (composing) and taking them apart (decomposing). (9.3.09)

SE/TE: 268B, 268-269, 269B

MA003E11 3 Identify and describe congruent and similar figures by visual inspection. (9.3.10, 9BC2, 9BC3)

SE/TE: 258C, 260B, 260, 262

MA003E12 2 Determine the distance between two points on the number line in whole numbers. (9.3.11)

SE/TE: 32-33, 33A, 40B, 40-41

MA003F Students will predict, classify, and interpret events using probability and organized data.

MA003F01 4 Classify events using words such as certain, most likely, equally likely, possible, and impossible. (10.3.04)

SE/TE: 456C, 456D, 456E, 472B, 472-473, 474-475, 475B, 476, 478

MA003F02 4 Describe the chances associated with a context presented visually, including using the response format “3 out of 4” (e.g., $\frac{3}{4}$). (10.3.05, 10CC2)

SE/TE: 472B, 476B

MA003F03 4 Create and perform a probability experiment. Make predictions based on the results. (10CC4)


SE/TE: 472B, 475B, 476B, 477B, 478B

MA003F04 4 Read, interpret, predict, and organize data represented in a pictograph, bar graph, Venn diagram (with two circles), tally chart, or table. (10.3.01, 10AC1, 10AC2, 10CC3)

SE/TE: 121, 456D, 457, 458B, 458-459, 459B, 460B, 460-461, 462-463, 463B, 465, 466B, 466-467, 467B, 482B

MA003F05 4 Complete missing parts of a pictograph, bar graph, tally chart, or table for a given set of data. (10.3.02)

SE/TE: 458-459, 464B, 464-465, 465B, 466B, 466-467, 467B, 482B

MA003F06  Determine the mode and median given in a set of data (odd number of data) or a graph. (10.3.03, 10AC4)

Related Content: 478B, 478-479, 481, 481B

Students create and interpret line plots.


This objective is taught in Grade 4: 414B, 414-415, 415B

**Scott Foresman – Addison Wesley enVisionMATH
to the
Plainfield School District Curriculum Resource Alignment
Grade Four**


MA004 Grade 4

Focus Statement: Fourth grade students will solve problems, represent, and apply strategies using whole numbers and their place values up to the nearest million; compute, represent, apply multiplication and division; concretely develop basic concepts of fractions and decimals. Students will use various algorithms to solve equations and word problems. Student will select and use formal language to describe their reasoning as they identify and differentiate shapes and solids. Students will organize data, choose an appropriate method to display data, and interpret the data to make decisions and predictions to solve the problems.


MA004A Number Sense Outcome: Students will represent, compare, order, and solve problems involving whole numbers to 1,000,000.

MA004A01  Round sums and differences using whole numbers to place values up to the nearest 100,000. (6A)


SE/TE: 32B, 32-33, 33B, 43, 45

MA004A02  Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 1,000,000. (6.4.01)


SE/TE: 2C, 2E, 4B, 4-5, 6, 7B

MA004A03  Identify and write numerals (using words and standard form) whole numbers up to 1,000,000. (6.4.02)


SE/TE: 2C, 2E, 3, 4-5, 6, 7B

MA004A04  Order and compare whole numbers up to 1,000,000. (6.4.05)

SE/TE: 3, 10B, 10-11, 12-13, 13B

MA004A05  Solve problems and number sentences involving addition and subtraction with regrouping. (6.4.10)

SE/TE: 28B, 30-31, 36B, 37, 38-39, 40B, 40-41, 42-43, 44B, 44-45, 46

MA004A06  Solve problems involving the value of a collection of bills and coins whose total value is \$100.00 or less, and make change. (6.4.11)

SE/TE: 18B, 18-19, 19B, 288D

MA004A07 ↓ Make estimates appropriate to a real-world situation with whole numbers using addition and subtraction. (6.4.16)

SE/TE: 32B, 33, 39, 42B

MA004A08 ↓ Use the inverse relationships between addition/subtraction to complete the basic fact sentences and solve problems. (e.g. $8+7=7+8$)(6.4.15)

SE/TE: 40B, 42B, 434-435

MA004A09 ↓ Solve problems involving descriptions of numbers, including characteristics and relationships. (e.g. odd/even, factors/multiples, greater than/less than) (6.4.09)

SE/TE: 85B, 184, 227, 308B

MA004A10 ↓ Solve problems involving addition of whole numbers using the commutative property. (e.g., $8+7=7+8$) (6.4.14)

SE/TE: 29, 48

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MA004A11 ↓ Explore and compare numbers less than zero by extending a number line and through familiar applications. (6A)

Related Content: 14B, 276B, 280B, 282B

Students place whole numbers and fractions on a number line.

This objective is taught in Grade 5: 364B, 364-365, 412B, 418B

MA004B Measurement Outcome: Students will measure, convert, calculate, compare, and estimate multiple attributes of an object; such as length, perimeter, area, time, temperature, scale, volume, and mass/weight.

MA004B01 ↻ Solve problems involving elapsed time in compound units (e.g. 1 hour and 40 minutes) that occur in the same half day (a.m. only or p.m. only). (7.4.01)

SE/TE: 362D, 386B, 386-387, 388-389, 389B, 392-393

MA004B02 ↻ Select and use appropriate standard units and tools to measure length (to the nearest $\frac{1}{2}$ inch or $\frac{1}{2}$ cm), time, and temperature. (7.4.02)

SE/TE: 365, 375, 391B

MA004B03 ↻ Solve problems involving the perimeter of a polygon with given side lengths and the area of a square, rectangle, or irregular shape composed of rectangles using diagrams, models, and grids or by measuring (may include sketching a figure from its description). (7.4.03)

SE/TE: 69, 88, 314C, 314D, 314E, 328B, 329, 330, 333, 335, 335B, 336B

MA004B04 ↻ Measure angles using a protractor or angle ruler. (7A.D1)

SE/TE: 200B, 200-201, 201B

MA004B05 ↻ Compare and estimate length, perimeter, area, volume, and weight/mass. (e.g., regular and non-regular shapes) (7B.D1; 7.4.04)

SE/TE: 315, 316B, 316-317, 320-321, 322, 328-329, 330, 331B, 332B, 332-333, 333B, 334B, 334-335, 335B, 364B

MA004B06 3 Determine the volume of a solid based upon a model that shows cubic units. (e.g. solve cube-stacking volume problems) (7.4.05)

SE/TE: 344C, 352, 354B, 354, 355B

MA004B07 3 Solve problems involving unit conversions within the same measurement system for time, length, and weight and mass. (7.4.06)

SE/TE: 133, 362D, 370B, 371, 372, 380B, 382, 383B, 384B, 385

MA004B08 3 Compare and estimate volume, weight, mass, capacity, area, and angle measures using standard units and appropriate measurement tools. (7B.D2)

SE/TE: 317B, 318, 362C, 366B, 366-367, 367B, 368B, 368-369, 376B, 376-377, 377B, 378B, 378-379, 379B

MA004B09 3 Identify and order metric measures with decimals, up to hundredths. (6A)

Related Content: 374B, 376B, 378B, 380B

Students solve problems using a variety of metric units.

MA004B10 3 Interpret scale on a map or a scale drawing. (8B)

SE/TE: 27, 460B, 460-461

MA004C Algebra Outcome: Students will describe, create, extend, solve, evaluate, and analyze algebraic equations using patterns, functions, words, and tables.

MA004C01 4 Determine a missing term in a pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern (sequence). (8.4.01)

SE/TE: 58B, 58, 59B, 66B, 126C, 126D, 127, 130B, 130-131, 131B, 132B, 132-133, 133B, 273, 356B

MA004C02 4 Write an equation using variables (letters or symbols) to represent an unknown quantity. (8.4.02)

SE/TE: 44B, 430E, 434, 436, 443B

MA004C03 4 Evaluate algebraic expressions using a whole number variable value (e.g., evaluate $3 + m$ when $m = 4$). (8.4.03)

SE/TE: 126C, 126D, 128B, 128-129, 129B, 131, 133B

MA004C04 4 Represent simple mathematical relationships with number sentences (equations and inequalities). (8.4.06)

SE/TE: 44B, 52D, 54-55, 59, 65B, 68B, 68-69, 69B, 81, 82B, 85, 86B, 116B, 356B, 438


MA004C05 4 Solve for the unknown in an equation with one operation. (e.g., $10 = \underline{\quad} + 3 + 2, \underline{\quad} - 1 = 3$) (8.4.07)

SE/TE: 31, 80-81, 84, 96, 303, 430C, 434B, 434-435, 435B, 436B, 436-437, 437B


MA004C06 4 Solve word problems involving unknown quantities. (8.4.08)

SE/TE: 36B, 44B, 62B, 68B, 82B, 106B, 116B, 150B, 152B, 156B, 168B, 170B, 174B, 180B, 356B


MA004D Geometry Outcome: Students will identify, describe, differentiate, and apply geometric ideas encountered in real-life situations.

MA004D01  Describe, and sketch concave and convex two-dimensional shapes (triangles, quadrilaterals, pentagons, hexagons, octagons) according to the number of sides, length of sides, number of vertices, and right angles. (9.4.01)


SE/TE: 194C, 194D, 195, 202B, 202-203, 203B, 204B, 204-205, 205B, 206B, 206-207, 207B, 208B, 209, 209B

MA004D02  Describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, pyramids) according to their characteristics. (faces, edges, vertices) (9.4.02)


SE/TE: 344D, 344E, 346B, 346-347, 349, 349B, 350B, 350, 351B, 353

MA004D03  Identify and compare the two-dimensional components of a three-dimensional object. (9.4.09)


SE/TE: 344C, 344D, 346B, 346-347, 350, 353, 353B

MA004D04  Differentiate between polygons and non-polygons. (9.4.03)


SE/TE: 202B, 202-203, 203B

MA004D05  Graph, locate, identify points, and describe paths using ordered pairs (first quadrant). (9.4.04)


SE/TE: 408B, 408-409, 409B

MA004D06  Identify whether or not a figure has one or more lines of symmetry, and sketch all lines of symmetry. (9.4.05)

SE/TE: 446D, 447, 456B, 456-457, 457B

MA004D07  Identify and compare images resulting from flips (reflections), slides (translations), or turns (rotations). (9.4.06)

SE/TE: 446C, 446E, 448B, 448-449, 449B, 450B, 450-451, 451B, 452B, 452-453, 453B

MA004D08  Identify and sketch parallel and perpendicular lines, line segments, rays, and right angles. (9.4.07; 9.4.08)


SE/TE: 195, 196B, 196-197, 197B, 198B, 198-199

MA004D09  Discriminate a three-dimensional object from its net. (9.4.10)


SE/TE: 344D, 348, 350-351, 351B, 353

MA004D10  Predict the result of composing or decomposing shapes or figures. (9.4.11)

SE/TE: 320B, 320, 323B, 324-325, 455B, 475

MA004D11  Identify and classify congruent and similar figures by visual inspection. (9.4.12)

SE/TE: 454B, 454-455, 455B

MA004D12  Determine the distance between two points on the number line in whole numbers. (9.4.13)

SE/TE: 5, 10B, 10, 12, 14B, 100B, 101B

MA004D13 Identify and relate how geometric figures are used in practical settings. (example: construction, art, advertising, and architecture) (9C)
SE/TE: 194, 197, 197B, 199, 201, 203, 205, 207

MA004E Multiplication and Division Outcome: Students will apply strategies to solve multi-digit multiplication and division equations and word problems.

MA004E01 Memorize basic multiplication and division fact families and recognize the inverse relationship between each fact up to 12. (6B, 6.4.15)
SE/TE: 74C, 80B, 80-81, 81B, 82B, 82-83, 84B, 84, 85B, 89B

MA004E02 Model and use basic multiplication and division facts (up to $12 * 12$), and apply them to related multiples of 10. (e.g., $3 * 9=27$, $30 * 9=270$, $6/3=2$, $600 /3=200$) (6.4.12)
SE/TE: 96B, 96-97, 97B, 103, 156B, 162C, 164B, 164-165, 165B, 173

MA004E03 Demonstrate a successful strategy to solve three digits by one or two digit multiplication problems or number stories. (Traditional algorithm is an option.) (6C)
SE/TE: 114-115, 118-119, 154-155

MA004E04 Show multiplication as repeated addition. (6.4.04)
SE/TE: 54B, 54-55, 57B, 58B, 58, 59B, 68B, 89B

MA004E05 Apply a division algorithm to solve one-digit divisor and multi-digit dividend problems. (Traditional algorithm is an option.) (6D)
SE/TE: 76-77, 79B, 168B, 168-169, 170B, 174B, 174-175, 176, 178B, 178-179, 179B, 180-181, 181B

MA004E06 Solve problems and number sentences using division involving multi-digit dividend and a 1 digit divisor with and without remainders. (e.g., $245/6$) (6D)
SE/TE: 76-77, 78, 85, 162E, 168B, 168-169, 170B, 172, 174B, 176, 179, 180B, 181

MA004E07 Evaluate the remainder in division problems in order to find the correct interpretation of the answer. (6D)
SE/TE: 162D, 163, 169, 179

MA004E08 Solve problems and number sentences involving multiplication with regrouping (up to 3 digit by 1 digit). (6.4.10)
SE/TE: 62B, 64B, 68B, 84B, 98B, 99, 106B, 106-107, 108, 110B, 111, 112, 114-115, 150B, 152B

MA004E09 Make estimates appropriate to real world situations with whole numbers using multiplication and division. (6.4.16)
SE/TE: 95, 99, 100B, 100-101, 102B, 102-103, 105B, 108, 112, 144-145, 163, 166B, 166-167, 176

MA004E10 Use the inverse relationship between multiplication and division to complete basic fact sentences and solve problems. (e.g., $4 \times 3 = 12$, $12/3 = ?$)

SE/TE: 74C, 80B, 80-81, 82B, 82, 84B, 84, 85B, 89B, 436B, 436-437

MA004E11 Solve problems involving whole numbers using the commutative and distributive properties of multiplication. (e.g., $7 \times 8 = 8 \times 7$, $27 \times 5 = (20 \times 5) + (7 \times 5)$). (6.4.14)

SE/TE: 60B, 61B, 62B, 62-63, 63B, 64B, 64-65, 65B, 66B, 66-67, 67B, 79, 98B, 146B, 150B

MA004F Probability Outcome: Students will describe, classify, and interpret a given set of data in order to predict and analyze probability.

MA004F01 Use data to describe events using the terms certain, likely, unlikely, most likely, equally likely, least likely, possible, and impossible. (10.4.04)

SE/TE: 466E, 470B, 475B

MA004F03 Describe the chances associated with a context presented visually, including using the response format “3 out of 4” or $\frac{3}{4}$. (10.4.05)

SE/TE: 466C, 466D, 467, 472B, 472-473, 474, 475B

MA004F04 List and describe all possible outcomes of a probability experiment such as tossing a coin or manipulating a spinner. (10C)

SE/TE: 466D, 470B, 470-471, 471B

MA004G Graphing: Students will collect and organize data; construct graphs; compare, interpret, and analyze to make predictions using the data.

MA004G01 Identify or represent situations with well-defined patterns using words, tables, and graphs. (e.g., represent temperature and time in a line graph) (8.4.04)

SE/TE: 410B, 410-411, 411B

MA004G02 Translate between different representations (table, written, or pictorial) of whole number relationships. (e.g., Take information presented in writing and translate it into a visual representation.) (8.4.05)

SE/TE: 400E, 406B, 406-407, 407B, 420B, 420-421, 422-423, 467

MA004G03 Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph. (10.4.01)

SE/TE: 177, 400D, 402B, 402-403, 403B, 404B, 404-405, 405B, 406B, 406-407, 407B, 415, 418B, 418-419, 420B


MA004G04 Create a pictograph, tally chart, or table for a given set of data. (10.4.02)

SE/TE: 400D, 406B, 420B


MA004G05 Use statistical landmarks (mode, median, and range), given a set of information with an even number of data points, or a graph (10.4.03)

SE/TE: 400D, 414B, 414-415, 415B, 416-417, 417B


MA004H Fractions and Decimals: Students will recognize, compare, model, and solve word problems and equations involving fractions and decimals.

MA004H01  Solve multi-digit addition and subtraction problems with decimals to the hundredths place. (6B,C)


SE/TE: 2D, 46-47, 258B, 288D, 296B, 299B, 300B, 301, 302, 308B, 309

MA004H02  Order and compare decimals up to hundredths. (6.4.06)


SE/TE: 17, 266C, 266D, 266E, 270B, 270-271, 272, 273B, 293

MA004H03  Read, write, recognize, and model equivalent representations of fractions; divide regions or sets to represent a fraction. (6.4.03)


SE/TE: 216B, 216-217, 218, 219B, 220B, 221B, 224B, 224-225, 226, 227B, 228B, 228-229, 241

MA004H04  Order and compare fractions having like denominators with or without models. (6.4.07)


SE/TE: 235, 236B, 242, 246

MA004H05  Solve problems involving addition and subtraction of fractions with like denominators. (6.4.13)

SE/TE: 248D, 250B, 250-251, 252-253, 253B

MA004H06  Identify, locate, and organize whole numbers, halves, and fourths on a number line. (6.4.08)

SE/TE: 266E, 267, 278, 279A, 279B

MA004H07  Identify and represent fractions as part of unit wholes, as parts of a set, as locations on a number line, and as divisions of whole numbers. (6.4.08)


SE/TE: 214C, 215, 216B, 216-217, 218, 219B, 220B, 224B


**Scott Foresman – Addison Wesley enVisionMATH
to the
Plainfield School District Curriculum Resource Alignment
Grade Five**


MA005 Grade 5


Focus Statement: Students will investigate and compute large numbers and add and subtract simple fractions. They will compare geometric shapes and evaluate algebraic concepts in order to solve problems. Students will divide whole and decimal numbers by whole numbers.


MA005A Equivalencies and Place Value: Students will demonstrate equivalencies and apply place value from hundred millions to thousandths.

MA005A01  Read, write, recognize and use manipulatives to model equivalent representations of whole numbers and their place values up to 100,000,000. (6.5.01)
SE/TE: 2D, 2E, 10B, 41B, 68B


MA005A02  Order and compare whole numbers up to 100,000,000. (using $<$, $>$, $=$, 1) (6.5.07)
SE/TE: 6-7, 8-9, 9B, 440B


MA005A03  Read, write, recognize and use manipulatives to model decimals and their place values through thousandths. (6A)
SE/TE: 2D, 10B, 10-11


MA005A04  Round numbers, sums, differences, products and quotients using whole numbers up to the nearest hundred million. (6A)
SE/TE: 22C, 22D, 26, 28B, 28-29, 29B, 30B, 62B, 62, 63B


MA005A05  Read, write, recognize, use manipulatives to model, and interpret numerical expressions from a given description or situation (with decimals to the thousandths). (6.5.02)
SE/TE: 16, 48, 71, 87, 100, 123, 144C, 144D, 145, 146B, 146-147, 147B, 148B, 148, 150, 152B


MA005B Fractions, Percents, Decimals and Integers: Students will solve a variety of problems involving fractions, decimals, percents and integers. They will demonstrate the relationship between fractions, decimals, percents and integers.


MA005B01  Identify and compute common multiples for a set of whole numbers. (6A)
SE/TE: 260B, 260-261, 261B


MA005B02  Order and compare decimals through thousandths. (6.5.08)
SE/TE: 11, 12B, 12-13, 13B, 17B, 26, 244B, 244-245, 245B


MA005B03  Identify and locate whole numbers, halves, fourths, and thirds on a number line. (6.5.10)
SE/TE: 219, 225, 245


MA005B04  Read, write, recognize, and model percents. (0%, 25%, 50%, 75%, 100%) (6.5.19)
SE/TE: 398B, 398-399, 399B


MA005B05  Recognize, translate between, and model multiple representations of decimals, fractions less than one (halves, quarters, fifths, tenths) and percents (0%, 25%, 50%, 75%, 100%). (6.5.04)
SE/TE: 218D, 238B, 238-239, 240-241, 241B, 242B, 242-243, 243B, 394C, 400B, 400-401, 401B, 405


MA005B06  Read, write, recognize, and model equivalent representations of fractions, including improper fractions and mixed numbers less than 10. (6.5.03)
SE/TE: 226B, 226-227, 227B, 228B, 228-229, 229B, 234B, 247

MA005B07  Determine common denominators. (6A)
SE/TE: 262B, 262-263, 263B, 264B, 264-265, 266B, 266-267, 267B, 268B, 268-269, 269B


MA005B08  Order and compare fractions having like or unlike denominators with or without models. (e.g. $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $\frac{7}{8}$) (6.5.09)
SE/TE: 230B, 230-231, 231B, 244B, 244-245, 245B, 351, 413

MA005B09  Read, write, recognize and model standard notation. (6A)
SE/TE: 10B, 10-11, 11B, 14B, 15, 16, 218E, 220B, 242B, 398B

MA005B10  Express numbers using exponential notation, scientific notation, and standard notation. (6A)
SE/TE: 72B, 72-73, 73B

MA005B11  Describe integers using familiar applications on a number line.(e.g., a thermometer, above/below sea level) (6A.E5)
SE/TE: 364B, 364-365, 412B, 418B

MA005C Math Computation: Students will solve problems and number sentences involving addition, subtraction, multiplication, and division using multi-digit numbers, decimals and fractions.

MA005C01  Determine the factors of a number. (6A)
SE/TE: 102B, 102-103, 104, 105B, 106B, 232B, 233, 394D

MA005C02 🟢 Make estimates appropriate to a given situation with whole numbers. (6.5.16)
SE/TE: 24B, 30B, 62B, 65, 66, 68-69, 70-71, 86B, 86-87, 87B, 94B, 124B, 130B, 134B, 136B

MA005C03 🟢 Make estimates appropriate to a given situation with fractions and decimals. (6.5.16)
SE/TE: 32, 33B, 37, 42B, 97, 174B, 174-175, 184B, 184-185, 185B, 448

MA005C04 🟢 Solve problems and number sentences involving addition and subtraction with multi-digit whole numbers using traditional algorithms. (deciding operation) (6.5.12)
SE/TE: 23, 27, 34B, 35, 36, 37B, 38B, 39, 41, 48, 127, 127B, 129, 139, 423, 423B

MA005C05 🟢 Solve problems and number sentences involving multiplication and division with multi digit whole numbers using traditional algorithms. (deciding operation) (6.5.12)
SE/TE: 60B, 67B, 68B, 68-69, 69B, 70B, 71, 74B, 90B, 90-91, 92, 93B, 94B, 98B, 126B

MA005C06 🟢 Solve problems and number sentences using division involving a multi-digit dividend and a 2 digit divisor.
SE/TE: 122B, 122-123, 128B, 129, 130B, 131, 132, 134B, 134-135, 136B, 136-137

MA005C07 🟢 Solve problems and number sentences involving addition and subtraction with whole numbers and decimals through hundredths using traditional algorithms. (6.5.13)
SE/TE: 17, 22C, 42B, 43, 44B, 45, 46B, 47, 135, 171, 172B, 173, 189, 190, 403

MA005C08 🟢 Solve problems and number sentences involving multiplication and division with whole number divisors of decimals through hundredths using traditional algorithms. (6.5.13)
SE/TE: 87, 169, 170B, 171, 173, 178B, 178-179, 180B, 181, 182, 188B, 189, 190, 191B, 236


MA005C09 🟢 Solve problems involving descriptions of numbers, including characteristics and relationships. (e.g. odd/even, factors/multiples, greater than/less than, square numbers) (6.5.11)
SE/TE: 22D, 105B, 270B, 270, 374D, 374E, 381

MA005C10 🟢 Apply order of operations when problem solving. (6B)
SE/TE: 67, 152, 158B, 158-159, 160, 161B


MA005C11 🟢 Solve problems involving whole numbers using the commutative, distributive, and identity properties. (e.g. $37 \times 46 = 46 \times 37$, $270 \times 5 = (200 \times 5) + (70 \times 5)$) (6.5.15)
SE/TE: 24B, 26, 58B, 58-59, 59B, 125, 156B, 156-157, 157B, 160, 223

MA005C12 🟢 Solve problems involving proportional relationships, including unit pricing. (e.g. one apple costs 20 cents so four apples would cost 80 cents) (6.5.18)
Related Content: 396B, 396-397, 397B, 404B
Students compare 2 quantities as a ratio and extend numerical patterns.

MA005C13 🟢 Solve problems involving the addition and subtraction of fractions with like denominators. (6C)
SE/TE: 254C, 254D, 256B, 256-257, 258-259, 259B


MA005C14  Solve problems involving the addition and subtraction of fractions with unlike denominators. (6C)

SE/TE: 254C, 262B, 262-263, 263B, 264B, 264-265, 265B, 266B, 266-267, 268B, 268-269


MA005C15  Create and solve story problems or situations involving addition and subtraction of fractions with like and unlike denominators. (6.5.14)

SE/TE: 254D, 255, 256B, 257, 258, 262B, 262-263, 264B, 264-265, 266B, 267, 268B, 269

MA005D Conversions: Students will convert using a standard unit of measurement and apply to map interpretation.

MA005D01  Solve problems involving unit conversions within the same measurement system for time, length, weight and mass, including compound units (e.g. 5ft 5in, 2lbs 2oz) customary and standard. (7.5.06)


SE/TE: 96, 354B, 354-355, 355B, 356B, 356-357, 357B, 395

MA005D02  Solve problems involving map interpretation. (e.g. one inch represents five miles, so two inches represents ten miles) (7.5.07)


Related Content: 396B, 396-397, 397B, 404B

Students compare 2 quantities as a ratio and extend numerical patterns.


MA005E Measuring: Students will use the appropriate measurement tools to solve a variety of problems.

MA005E01  Select and use appropriate standard units and tools to measure length (to the nearest $\frac{1}{4}$ inch or mm). (7.5.02)


SE/TE: 294C, 296B, 296-297, 297B, 298, 299B, 303B

MA005E02  Select and use appropriate standard units and tools to measure mass, weight, and capacity. (7.5.02)


SE/TE: 348B, 350B, 352B, 395

MA005E03  Select and use appropriate standard units and tools to measure angles within 2 degrees. (7.5.02)

SE/TE: 204-205, 205A, 205B

MA005E04  Solve problems involving elapsed time in compound units. (7.5.01)

SE/TE: 346C, 346D, 358B, 358-359, 360-361, 361B, 362B, 362-363, 363B, 366B, 422B, 422

MA005E05  Solve problems involving the area of a triangle, rectangle, and irregular shapes using diagrams, models, and grids by measuring and using given formulas. (may include sketching a figure from its description) (7.5.03)

SE/TE: 295, 304B, 304-305, 305B, 306B, 306-307, 307B, 308B, 308-309, 309B, 314B, 314-315, 315B, 336B, 339B

MA005E06 Solve problems involving the perimeter of a triangle, rectangle, and irregular shapes using diagrams, models, grids, by measuring, and using given formulas. (may include sketching a figure from its description) (7.5.03)

SE/TE: 294D, 295, 300B, 300-301, 302, 314B, 314, 315B, 349, 349B, 379

MA005E07 Compare and estimate length, perimeter, area, volume, weight, mass, and angle measures. (0 degrees to 180 degrees) (7.5.04)

SE/TE: 294E, 296, 297B, 298B, 299, 299B, 314B, 314, 320C, 339, 346C, 352-353, 353B

MA005E08 Determine the volume of a rectangular prism using an appropriate formula or strategy. (7.5.05)

SE/TE: 320C, 332B, 332-333, 334

MA005E09 Identify, describe, and sketch circles, including radius and diameter. (9.5.04)

SE/TE: 310B, 310-311, 312, 313B

MA005F Sequences: Students will solve a variety of operations involving patterns and sequences.

MA005F01 Determine a missing term in a sequence, extend a sequence, and identify errors in a sequence when given a description. (8.5.01)

SE/TE: 14B, 17B, 33, 48, 60B, 60, 77, 105, 133, 148B, 203, 340B, 340-341, 382B, 404B

MA005F02 Construct and identify a rule that can generate the terms of a given sequence. (8.5.02)

SE/TE: 105, 382-383, 384, 385B

MA005F03 Describe a pattern, with at least two operations, verbally and symbolically, given a table of input/output numbers. (8A.E2)

SE/TE: 382B, 382-383, 384, 385B

MA005G Equations: Students will solve equations using a variety of informal strategies.

MA005G01 Evaluate algebraic expressions using whole numbers. (e.g. evaluate $m + m + 3$ when $m = 4$) (8.5.04)

SE/TE: 148B, 148-149, 150, 151B, 152B, 153

MA005G02 Solve for the unknown in an equation with one operation. (e.g. $2 + n = 20$, $n \div 2 = 6$) (8.5.08)

SE/TE: 34B, 36, 41, 48, 74B, 74-75, 76, 89, 110B, 111, 112, 376B, 376-377, 377B, 378B

MA005G03 Solve word problems involving unknown quantities. (8.5.09)

SE/TE: 34B, 42B, 46B, 64B, 70B, 88B, 110B, 128B, 136B, 162B, 172B, 178B, 376B, 378B, 386B

MA005G04 Write an expression using variables to represent unknown quantities. (8.5.03)
SE/TE: 144C, 144D, 145, 146B, 146-147, 147B, 148B, 148, 150, 152B, 153, 154, 160, 222, 386B

MA005G05 Represent and solve problems with equations and inequalities. (8.5.07)
SE/TE: 34B, 37B, 70B, 74B, 110B, 111, 112, 113B, 124B, 172B, 376B, 378B, 380B, 382B, 386B

MA005G06 Translate between different representations (table, written, pictorial) of whole number relationships. (8.5.06)
SE/TE: 34B, 34-35, 36, 41, 64B, 68B, 70B, 74B, 74-75, 76, 89, 111, 112, 113B, 138B, 386B

MA005G07 Demonstrate, in simple situations, how a change in one quantity results in a change in another quantity. (e.g. input – output tables) (8.5.05)
SE/TE: 382B, 382-383, 384, 385B

MA005H Two-dimensional and three-dimensional shapes: Students will classify two and three-dimensional shapes with an emphasis on triangles and circles.

MA005H01 Identify and sketch lines, line segments, and rays (9A)
SE/TE: 198E, 203B, 451

MA005H02 Identify and sketch acute, right, and obtuse angles (9.5.09)
SE/TE: 204B, 204-205, 205B

MA005H03 Identify and sketch parallel, perpendicular, and intersecting lines (9.5.08)
SE/TE: 200B, 200-201, 202, 203B


MA005H04 Classify, describe, and sketch two-dimensional shapes (triangles, quadrilaterals, pentagons, hexagons, octagons) according to the number of sides, length of sides, number of vertices, and interior angles (right, acute, obtuse) (9.5.01)
SE/TE: 198C, 198D, 206B, 206-207, 207B, 208B, 208-209, 209B, 212B, 212-213

MA005H05 Classify three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, pyramids) according to their characteristics (faces, edges, vertices, bases) (9.5.02)
SE/TE: 322B, 322-323, 324, 325B

MA005H06 Classify two-dimensional shapes according to their properties (e.g. regular and not regular, concave and convex, types of quadrilaterals) (9A.E2)
SE/TE: 198C, 198D, 206B, 206-207, 207B, 210B, 210-211


MA005H07 Determine if figures are similar or congruent and explain why (9.5.14) (9.5.13)
SE/TE: 308B, 308, 309B, 472B, 472-473, 473B

MA005H08 Predict the result of composing or decomposing shapes or figures (9.5.12)
SE/TE: 306B, 307B, 308B, 309B, 336B, 339B


MA005H09  Solve problems using properties of triangles (e.g. sum of interior angles of a triangle is 180°) (9.5.03)

SE/TE: 208-209, 209A, 209B


MA005I Transformations: Students will perform transformations with a variety of figures

MA005I01  Identify whether or not a figure has one or more lines of symmetry, sketch and identify all lines of symmetry (9.5.06)

SE/TE: 474B, 475, 476, 477B


MA005I02  Demonstrate congruence of plane figures using transformations (translation, rotation, reflection) (9B.E1)

SE/TE: 472B, 472-473, 473B


MA005I03  Identify, describe, and predict results of reflections, translations, and rotations of two-dimensional shapes (9.5.07)

SE/TE: 329, 462C, 462D, 462E, 464-465, 466, 467B, 468-469, 469B, 470-471, 471B, 478, 479B

MA005J Measure of Central Tendency, Graphing and Ordered Pairs: Students will compute measures of central tendency and create and use a variety of graphs.

MA005J01  Determine the mode, range, median (with an odd number of data points), and mean, given a set of data or a graph (10.5.03)


SE/TE: 428C, 443B, 452B, 452-453, 453B

MA005J02  Read, interpret, and make predictions from data represented in a bar graph, line (dot) plot, Venn diagram, chart/table, line graph, circle graph, and stem and leaf plot (10.5.01)


SE/TE: 36, 428C, 428E, 430-431, 431B, 433, 434-435, 436-437, 438, 441, 442, 443B, 445B, 446B, 454B

MA005J03  Create a bar graph, chart/table or line graph for a given set of data (10.5.02)

SE/TE: 83, 366B, 366-367, 367B, 404B, 428C, 429, 432B, 435B, 437, 438-439, 439B, 454


MA005J04  Graph, locate, identify points, and describe paths using ordered pairs (four quadrants) (9.5.05)

SE/TE: 410C, 410D, 410E, 414B, 414-415, 416, 417B, 419B, 420B, 421, 421B, 439B, 445, 464B, 464


MA005J05  Determine the distance between two points on a horizontal or vertical number line in whole numbers (9.5.15)

SE/TE: 28B, 418B, 418-419, 419B

MA005K Probability: Students will find probability of simple events to solve problems.

MA005K01  Apply the fundamental counting principle in a simple problem (e.g. How many different combinations of one-scoop ice cream cones can be made with 3 flavors and 2 types of cones, tree diagrams for sequence) (10.5.05)


SE/TE: 9, 455, 484C, 486B, 486-487, 487B, 489, 494B, 494-495

MA005K02  Solve problems involving the probability of a simple event, including representing the probability as a fraction between zero and one (10.5.04)

SE/TE: 484C, 484D, 485, 488B, 488-489, 490-491, 491B, 492B, 492-493, 493B, 494B

MA005K03  Explain how sample size affects results (10B)

SE/TE: 492B, 492, 493A

MA005K04  Identify and express ratios using appropriate notation (e.g., a/b , a to b), and identify equivalent ratios. (6.5.17)

SE/TE: 394E, 396B, 396-397, 397B