

Northpoint Horizons

CAVS (Content Academic Vocabulary System) Correlated to the New York State Mathematic Assessment Standards

Grade 5

This document provides a sampling of the extensive math directives offered throughout the *CAVS* program that meet the New York State Math Assessment Standards.

New York State Math Assessment Standards	<i>CAVS</i> Grades 3-5 Teacher's Guide Examples/Lessons
Problem Solving Strand	
Students will build new mathematical knowledge through problem solving.	
5.PS.1 Know the difference between relevant and irrelevant information when solving problems	<i>How can you solve problems?</i> Lesson 24 – TG p. 139 Is It Relevant? – Activity Placemat 24 Reader Card – Lesson 24 Make Connections
5.PS.2 Understand that some ways of representing a problem are more efficient than others	<i>How can you solve problems?</i> Lesson 24 – TG p. 139
5.PS.3 Interpret information correctly, identify the problem, and generate possible strategies and solutions	<i>How can you solve problems?</i> Lesson 24 – TG p. 139
Students will solve problems that arise in mathematics and in other contexts.	
5.PS.4 Act out or model with manipulatives activities involving mathematical content from literature	The Activity Placemats (1- 24) and Reader Cards (B) (1 – 24) provide for activities with manipulatives that engage students and encourage them to explore and learn.
5.PS.5 Formulate problems and solutions from everyday situations	Weather Report – Activity Placemat 1 Passing Time – Activity Placemat 21 City Populations – Activity Placemat 22
5.PS.6 Translate from a picture/diagram to a numeric expression	<i>How do numbers tell a story?</i> Reader Card – Lesson 2 Pick a Counter – Activity Placemat 2 Arranging Chairs – Activity Placemat 3
5.PS.7 Represent problem situations in oral, written, concrete, pictorial, and graphical forms	All Activity Placemats , lessons 1 – 24, allow for students to Observe, Record, and Share their findings. Record and Share Sheets are available for every lesson and found in the teacher's guide.

New York State Math Assessment Standards	CAVS Grades 3-5 Teacher's Guide Examples/Lessons
5.PS.8 Select an appropriate representation of a problem	<i>Why do you need information?</i> Lesson 21 – TG p. 121
5.PS.9 Understand the basic language of logic in mathematical situations (and, or, not)	<i>Why do you need information?</i> Lesson 21 – TG p. 121(see Venn Diagrams)
Students will apply and adapt a variety of appropriate strategies to solve problems.	
5.PS.10 Work in collaboration with others to solve problems	All Activity Placemats allow students to work with a partner or in a small group for purposes of collaboration when problem solving.
5.PS.11 Translate from a picture/diagram to a number or symbolic expression.	<i>How do numbers tell a story?</i> Lesson 2 – TG p. 7 Reader Card – Lesson 2
5.PS.12 Use trial and error and the process of elimination to solve problems	<i>How can you solve problems?</i> Lesson 24 – TG p. 139
5.PS.13 Model problems with pictures/diagrams or physical objects	<i>How do numbers tell a story?</i> Lesson 2 – TG p. 7 Reader Card – Lesson 2
5.PS.14 Analyze problems by observing patterns	<i>What is a pattern?</i> Lesson 7 – TG p. 37 Class Quilt - Activity Placemat 7 Reader Card – Lesson 7
5.PS.15 Make organized lists or charts to solve numerical problems	<i>Why do you need information?</i> Lesson 21 – TG p. 121
Students will monitor and reflect on the process of mathematical problem solving.	
5.PS.16 Discuss with peers to understand a problem situation	<i>How can you solve problems?</i> Lesson 24 – TG p. 139 See Record Sheet 24
5.PS.17 Determine what information is needed to solve problems	<i>How can you solve problems?</i> Lesson 24 – TG p. 139 See Record Sheet 24 Reader Card – Lesson 24 See Make Connections
5.PS.18 Determine the efficiency of different representations of a problem	<i>How can you solve problems?</i> Lesson 24 – TG p. 139 See Record Sheet 24 Reader Card – Lesson 24 See Make Connections
5.PS.19 Differentiate between valid and invalid approaches	<i>How can you solve problems?</i> Lesson 24 – TG p. 139 See Record Sheet 24 Reader Card – Lesson 24 See Make Connections
5.PS.20 Understand valid counterexamples	n/a

New York State Math Assessment Standards	CAVS Grades 3-5 Teacher's Guide Examples/Lessons
5.PS.21 Explain the methods and reasoning behind the problem solving strategies used	<i>How can you solve problems?</i> Lesson 24 – TG p. 139 See Record Sheet 24/See Explain Concepts in TG Reader Card – Lesson 24 See Make Connections
5.PS.22 Discuss whether a solution is reasonable in the context of the original problem	<i>How can you solve problems?</i> Lesson 24 – TG p. 139 See Record Sheet 24 Reader Card – Lesson 24 See Make Connections
5.PS.23 Verify results of a problem	<i>How can you solve problems?</i> Lesson 24 – TG p. 139 See Record Sheet 24 Reader Card – Lesson 24 See Make Connections
Reasoning and Proof Strand	
Students will recognize reasoning and proof as fundamental aspects of mathematics.	
5.RP.1 Use representations to support mathematical ideas	<i>How do numbers tell a story?</i> Lesson 2 – TG p. 7 Pick a Counter – Activity Placemat 2 Arranging Chairs - Activity Placemat 3 Reader Cards – Lessons 2, 3
5.RP.2 Understand that mathematical statements can be supported, using models, facts, and relationships to explain their thinking	<i>How do you compare facts and information?</i> Lesson 22 – TG p. 127
Students will make and investigate mathematical conjectures.	
5.RP.3 Investigate conjectures, using arguments and appropriate mathematical terms	<i>How can you solve problems?</i> Lesson 24 – TG p. 139
5.RP.4 Make and evaluate conjectures, using a variety of strategies	<i>How can you solve problems?</i> Lesson 24 – TG p. 139
Students will develop and evaluate mathematical arguments and proofs.	
5.RP.5 Justify general claims or conjectures, using manipulatives, models, expressions, and mathematical relationships	<i>How can you solve problems?</i> Lesson 24 – TG p. 139 Reader Card – Lesson 24 See Make Connections
5.RP.6 Develop and explain an argument verbally, numerically, and/or graphically	<i>How do you compare facts and information?</i> Lesson 22 – TG p. 127
5.RP.7 Verify claims other students make, using examples and counterexamples when appropriate	<i>How can you solve problems?</i> Lesson 24 – TG p. 139
Students will select and use various types of reasoning and methods of proof.	

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5.RP.8 Support an argument through examples/counterexamples and special cases	<i>How do we describe shapes with three sides?</i> Lesson 17 – TG p. 97 Reader Card – Lesson 17 Make Connections
Communication Strand	
Students will organize and consolidate their mathematical thinking through communication.	
5.CM.1 Provide an organized thought process that is correct, complete, coherent, and clear	<i>Why do you need information?</i> Lesson 21 – TG p. 121
5.CM.2 Explain a rationale for strategy selection	<i>How can you solve problems?</i> Lesson 24 – TG p. 139
5.CM.3 Organize and accurately label work	<i>Why do you need information?</i> Lesson 21 – TG p. 121
Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.	
5.CM.4 Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form	The Activity Placemats , lessons 1 through 24, provide for students to express their mathematical reasoning in both written (Journal and Record) and verbal (Share) forms. All lessons in the Teacher's Guide provide for students to share their findings in the Discuss the Activity section.
5.CM.5 Answer clarifying questions from others	<i>Why do you need information?</i> Lesson 21 – TG p. 121 Is It Relevant? – Activity Placemat 24
Students will analyze and evaluate the mathematical thinking and strategies of others.	
5.CM.6 Understand mathematical solutions shared by other students	<i>How can you solve problems?</i> Lesson 24 – TG p. 139 Reader Card - Lesson 24
5.CM.7 Raise questions that elicit, extend, or challenge others' thinking	<i>How can you solve problems?</i> Lesson 24 – TG p. 139 Reader Card - Lesson 24 See vocabulary reinforcement that formally asks students to restate the problem.
5.CM.8 Consider strategies used and solutions found by others in relation to their own work	<i>How can you solve problems?</i> Lesson 24 – TG p. 139 Is It Relevant? – Activity Placemat 24 Reader Card – Lesson 24 See Make Connections
Students will use the language of mathematics to express mathematical ideas precisely.	

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5.CM.9 Increase their use of mathematical vocabulary and language when communicating with others	Content Academic Vocabulary System (CAVS) stresses vocabulary throughout every lesson with the use of Vocabulary Cards , the Picture Dictionary , the Reader Cards Level B , and the Concept Web pages provide for vocabulary reinforcement with each lesson. Vocabulary words, appropriate for a Word Wall , are also provided with each lesson in the Teacher's Guide.
5.CM.10 Use appropriate vocabulary when describing objects, relationships, mathematical solutions, and rationale	Content Academic Vocabulary System (CAVS) stresses vocabulary throughout every lesson with the use of Vocabulary Cards , the Picture Dictionary , the Reader Cards Level B , and the Concept Web pages provide for vocabulary reinforcement with each lesson. Vocabulary words, appropriate for a Word Wall , are also provided with each lesson in the Teacher's Guide. The Lesson Review and Transparency sheets are specific to current vocabulary words and they can be sent home for additional practice.
5.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning	<i>How do numbers tell a story?</i> Lesson 2 – TG p. 7 Reader Card – Lesson 2
Connections Strand	
Students will recognize and use connections among mathematical ideas.	
5.CN.1 Understand and make connections and conjectures in their everyday experiences to mathematical ideas	Weather Report - Activity Placemat 1 Arranging Chairs - Activity Placemat 3 Vacation Plans - Activity Placemat 4 Reader Cards – Lessons 1,3,4
5.CN.2 Explore and explain the relationship between mathematical ideas	What's the Same? - Activity Placemat 18 What Am I? - Activity Placemat 19
5.CN.3 Connect and apply mathematical information to solve problems	The Reader Cards Level B for lessons 1 through 24 allow students to connect and apply mathematical information when they reflect in their journals to question posed in the Make Connections section.
Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.	
5.CN.4 Understand multiple representations and how they are related	Sorting Circles – Activity Placemat 21
5.CN.5 Model situations with objects and representations	Arranging Chairs - Activity Placemat 3

New York State Math Assessment Standards	CAVS Grades 3-5 Teacher's Guide Examples/Lessons
and be able to draw conclusions	
Students will recognize and apply mathematics in contexts outside of mathematics.	
5.CN.6 Recognize and provide examples of the presence of mathematics in their daily lives	Weather Report - Activity Placemat 1 Arranging Chairs - Activity Placemat 3 Vacation Plans - Activity Placemat 4 Concept Posters 1 - 8
5.CN.7 Apply mathematics to problem situations that develop outside of mathematics	Making Predictions - Activity Placemat 23
5.CN.8 Recognize and apply mathematics to other disciplines	Weather Report - Activity Placemat 1 Vacation Plans - Activity Placemat 4 Passing Time - Activity Placemat 15 Reader Cards – Lessons 1,4,15
5.CN.9 Recognize and apply mathematics to other disciplines and areas of interest	Weather Report - Activity Placemat 1 Vacation Plans - Activity Placemat 4 Passing Time - Activity Placemat 15 Reader Cards – Lessons 1,4,15 Concept Posters 1 - 8
Representation Strand	
Students will create and use representations to organize, record, and communicate mathematical ideas.	
5.R.1 Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations	n/a
5.R.2 Explain, describe, and defend mathematical ideas using representations	<i>How do we count large amounts?</i> Lesson 3 – TG p. 13 <i>How do we make equal groups?</i> Lesson 4 – TG p. 19
5.R.3 Read, interpret, and extend external models	<i>How can you put numbers in order?</i> Lesson 1 – TG p. 1 Weather Report - Activity Placemat 1 Reader Card – Lesson 1
5.R.4 Use standard and nonstandard representations	<i>How do numbers tell a story?</i>

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with accuracy and detail	Reader Card – Lesson 2 Pick a Counter - Activity Placemat 2
Students will select, apply, and translate among mathematical representations to solve problems.	
5.R.5 Use representations to explore problem situations	<i>How can you use models?</i> Lesson 8 – TG p. 43
5.R.6 Investigate relationships between different representations and their impact on a given problem	<i>How can you solve problems?</i> Lesson 24 – TG p. 139 Reader Card - Lesson 24
Students will use representations to model and interpret physical, social, and mathematical phenomena.	
5.R.7 Use mathematics to show and understand physical phenomena (e.g., determine the perimeter of a bulletin board)	<i>How can you measure flat shapes?</i> Lesson 12 – TG p. 67 Reader Card – Lesson 12
5.R.8 Use mathematics to show and understand social phenomena (e.g., construct tables to organize data showing book sales)	<i>How can you use models?</i> Lesson 8 – TG p. 43 <i>Why do you need information?</i> Lesson 21 – TG p. 121 Reader cards – Lessons 8, 21
5.R.9 Use mathematics to show and understand mathematical phenomena (e.g., find the missing value that makes the equation true: $(3 + 4) + 5 = 3 + (4 + \underline{\quad})$)	<i>How can math rules help you solve equations?</i> Lesson 9 – TG p. 49 Reader Card – Lesson 9
Number Sense and Operations Strand	
Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.	
5.N.1 Read and write whole numbers to millions	<i>How can you put numbers in order?</i> Lesson 1 – TG p. 1 <i>How do we count large amounts?</i> Lesson 3 – TG p. 13 Reader Card – Lesson 1, 3 *not including millions
5.N.2 Compare and order numbers to millions	<i>How can you put numbers in order?</i> Lesson 1 – TG p. 1 <i>How do we count large amounts?</i> Lesson 3 – TG p. 13 Reader Card – Lesson 1, 3

New York State Math Assessment Standards	CAVS Grades 3-5 Teacher's Guide Examples/Lessons
	*not including millions
<p>5.N.3 Understand the place value structure of the base ten number system</p> <p>10 ones = 1 ten</p> <p>10 tens = 1 hundred</p> <p>10 hundreds = 1 thousand</p> <p>10 thousands = 1 ten thousand</p> <p>10 ten thousands = 1 hundred thousand</p> <p>10 hundred thousands = 1 million</p>	<p><i>How can you put numbers in order?</i> Lesson 1 – TG p. 1</p> <p><i>How do we count large amounts?</i> Lesson 3 – TG p. 13 Reader Card – Lesson 1, 3</p> <p>*not including millions</p>
5.N.4 Create equivalent fractions, given a fraction ten thousand	n/a
5.N.5 Compare and order fractions including unlike denominators (with and without the use of a number line) Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.	<p><i>How else can you show less than one whole?</i> Lesson 6 – TG p. 31 Reader Card – Lesson 6</p>
5.N.6 Understand the concept of ratio	<p><i>How else can you show less than one whole?</i> Lesson 6 – TG p. 31 Reader Card – Lesson 6</p>
5.N.7 Express ratios in different forms	<p><i>How else can you show less than one whole?</i> Lesson 6 – TG p. 31 Reader Card – Lesson 6</p>
5.N.8 Read, write, and order decimals to thousandths	n/a
5.N.9 Compare fractions using $<$, $>$, or $=$	n/a
5.N.10 Compare decimals using $<$, $>$, or $=$	n/a
5.N.11 Understand that percent means part of 100, and write percents as fractions and decimals	<p><i>How else can you show less than one whole?</i> Lesson 6 – TG p. 31 Reader Card – Lesson 6</p>
5.N.12 Recognize that some numbers are only divisible	<i>How do we count large amounts?</i>

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by one and themselves (prime) and others have multiple divisors (composite)	Lesson 3 – TG p. 13 Reader Card – Lesson 3
5.N.13 Calculate multiples of a whole number and the least common multiple of two numbers	n/a
5.N.14 Identify the factors of a given number	<i>How do we count large amounts?</i> Lesson 3 – TG p. 13 Reader Card – Lesson 3
5.N.15 Find the common factors and the greatest common factor of two numbers	n/a
Students will understand meanings of operations and procedures, and how they relate to one another.	
5.N.16 Use a variety of strategies to multiply three-digit by three-digit numbers. Note: Multiplication by anything greater than a three-digit multiplier/ multiplicand should be done using technology.	n/a
5.N.17 Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers. Note: Division by anything greater than a two-digit divisor should be done using technology.	n/a
5.N.18 Evaluate an arithmetic expression using order of operations including multiplication, division, addition, subtraction and parentheses	<i>How can math rules help you solve equations?</i> Lesson 9 – TG p. 49 Reader Card – Lesson 9
5.N.19 Simplify fractions to lowest terms	<i>How else can you show less than one whole?</i> Lesson 6 – TG p. 31 Reader Card – Lesson 6
5.N.20 Convert improper fractions to mixed numbers, and mixed numbers to improper fractions	<i>How do you show that a number is not a whole?</i> Lesson 5 – TG p. 25 Reader Card – Lesson 5
5.N.21 Use a variety of strategies to add and subtract fractions with like denominators	<i>How do you show that a number is not a whole?</i> Lesson 5 – TG p. 25 Reader Cards – Lesson 5, 12
5.N.22 Add and subtract mixed numbers with like denominators	n/a
5.N.23 Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths	n/a
Students will compute accurately and make reasonable estimates.	

New York State Math Assessment Standards	CAVS Grades 3-5 Teacher's Guide Examples/Lessons
5.N.24 Round numbers to the nearest hundredth and up to 10,000	<i>How can you put numbers in order?</i> Lesson 1 – TG p. 1 Reader Card – Lesson 1
5.N.25 Estimate sums and differences of fractions with like denominators .	n/a
5.N.26 Estimate sums, differences, products, and quotients of decimals	n/a
5.N.27 Justify the reasonableness of answers using estimation	<i>How can you put numbers in order?</i> Lesson 1 – TG p. 1 Reader Card – Lesson 1
Algebra Strand	
Students will represent and analyze algebraically a wide variety of problem solving situations.	
5.A.1 Define and use appropriate terminology when referring to constants, variables, and algebraic expressions	n/a
5.A.2 Translate simple verbal expressions into algebraic expressions	<i>How can math rules help you solve equations?</i> Lesson 9 – TG p. 49 Reader Card – Lesson 9
Students will perform algebraic procedures accurately.	
5.A.3 Substitute assigned values into variable expressions and evaluate using order of operations	n/a
5.A.4 Solve simple one-step equations using basic whole-number facts	n/a
5.A.5 Solve and explain simple one-step equations using inverse operations involving whole numbers	n/a
5.A.6 Evaluate the perimeter formula for given input values	n/a
Students will recognize, use, and represent algebraically patterns, relations, and functions.	
5.A.7 Create and explain patterns and algebraic relationships (e.g., 2,4,6,8...) algebraically: $2n$ (doubling)	<i>What is a pattern?</i> Lesson 7 – TG p. 37 Reader Card – Lesson 7
5.A.8 Create algebraic or geometric patterns using concrete objects or visual drawings (e.g., rotate and	<i>What is a pattern?</i> Lesson 7 – TG p. 37

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shade geometric shapes)	Class Quilt – Activity Placemat 7 Reader Card – Lesson 7
Geometry Strand	
Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.	
5.G.1 Calculate the perimeter of regular and irregular polygons	<i>How do you measure flat shapes?</i> Lesson 12 – TG p. 67 Reader Card – Lesson 12
Students will identify and justify geometric relationships, formally and informally.	
5.G.2 Identify pairs of similar triangles	n/a
5.G.3 Identify the ratio of corresponding sides of similar triangles	n/a
5.G.4 Classify quadrilaterals by properties of their angles and sides	n/a
5.G.5 Know that the sum of the interior angles of a quadrilateral is 360 degrees	n/a
5.G.6 Classify triangles by properties of their angles and sides	<i>How do we describe shapes with three sides?</i> Lesson 17 – TG p. 97 Reader Card – Lesson 17 Make Connections
5.G.7 Know that the sum of the interior angles of a triangle is 180 degrees	n/a
5.G.8 Find a missing angle when given two angles of a triangle	n/a
5.G.9 Identify pairs of congruent triangles	<i>How do we draw different shapes?</i> Lesson 18 – TG p. 103 Reader Card – Lesson 18
5.G.10 Identify corresponding parts of congruent triangles	n/a
Students will apply transformations and symmetry to analyze problem solving situations.	
5.G.11 Identify and draw lines of symmetry of basic geometric shapes	<i>How do we draw different shapes?</i> Lesson 18 – TG p. 103 Reader Card – Lesson 18
Students will apply coordinate geometry to analyze problem solving situations.	
5.G.12 Identify and plot points in the first quadrant	<i>How can you use models?</i>

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	Lesson 8 – TG p. 43 Reader Card – Lesson 8
5.G.13 Plot points to form basic geometric shapes (identify and classify)	What does it Make? – Activity Placemat 8 Reader Card – Lesson 8 Vocabulary Cards 32 - 36
5.G.14 Calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes)	n/a
Measurement Strand	
Students will determine what can be measured and how, using appropriate methods and formulas.	
5.M.1 Use a ruler to measure to the nearest inch, Fractions - 1/2 and and 1/4and Fraction- 1/8 inch	<i>How do you measure?</i> Lesson 11 – TG p. 61 Reader Card – Lesson 11
5.M.2 Identify customary equivalent units of length	<i>How do you measure?</i> Lesson 11 – TG p. 61 <i>What are units of measurement?</i> Lesson 14 – TG p. 79 Reader Cards – Lesson 11, 13
5.M.3 Measure to the nearest centimeter	<i>How do you measure?</i> Lesson 11 – TG p. 61 <i>What are units of measurement?</i> Lesson 14 – TG p. 79 Reader Cards – Lesson 11, 13
5.M.4 Identify equivalent metric units of length	<i>How do you measure?</i> Lesson 11 – TG p. 61 <i>What are units of measurement?</i> Lesson 14 – TG p. 79 Reader Cards – Lesson 11, 13
5.M.5 Convert measurement within a given system	<i>How do you measure?</i> Lesson 11 – TG p. 61 Reader Card – Lesson 11
5.M.6 Determine the tool and technique to measure with an appropriate level of precision: lengths and angles	<i>How do you measure?</i> Lesson 11 – TG p. 61 Reader Card – Lesson 11

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	Choose a Tool to Measure – Activity Placemat 11
Students will use units to give meaning to measurements.	
5.M.7 Calculate elapsed time in hours and minutes	<i>How long does it take?</i> Lesson 15 – TG p. 85 Reader Card – Lesson 15
5.M.8 Measure and draw angles using a protractor	n/a
Students will develop strategies for estimating measurements.	
5.M.9 Determine personal references for customary units of length (e.g., your pace is approximately 3 feet, your height is approximately 5 feet, etc.)	<i>What are units of measurement?</i> Lesson 14 – TG p. 79 Reader Card – Lesson 14
5.M.10 Determine personal references for metric units of length	<i>What are units of measurement?</i> Lesson 14 – TG p. 79 Reader Card – Lesson 14
5.M.11 Justify the reasonableness of estimates	<i>How can you solve problems?</i> Lesson 24 – TG p. 139 See Record Sheet 24 Reader Card – Lesson 24 See Make Connections
Statistics and Probability Strand	
Students will collect, organize, display, and analyze data.	
5.S.1 Collect and record data from a variety of sources (e.g., newspapers, magazines, polls, charts, and surveys)	<i>What are units of measurement?</i> Lesson 14 – TG p. 79 See Record Sheet 14 <i>Why do you need information?</i> Lesson 21 – TG p. 121 Concept Poster 8
5.S.2 Display data in a line graph to show an increase or decrease over time	<i>Why do you need information?</i> Lesson 21 – TG p. 121 Concept Poster 8
5.S.3 Calculate the mean for a given set of data and use to describe a set of data	<i>How do you compare facts and information?</i> Lesson 22 – TG p. 127 Reader Card – Lesson 22
Students will make predictions that are based upon data analysis.	
5.S.4 Formulate conclusions and make predictions from graphs	<i>Do you think it will happen?</i> Lesson 23 – TG p. 133

New York State Math Assessment Standards	CAVS Grades 3-5 Teacher's Guide Examples/Lessons
	Reader Card – Lesson 23
Students will understand and apply concepts of probability.	
5.S.5 List the possible outcomes for a single-event experiment	<i>Do you think it will happen?</i> Lesson 23 – TG p. 133 Reader Card – Lesson 23
5.S.6 Record experiment results using fractions/ratios	<i>Do you think it will happen?</i> Lesson 23 – TG p. 133 Reader Card – Lesson 23
5.S.7 Create a sample space and determine the probability of a single event, given a simple experiment (e.g., rolling a number cube)	<i>Do you think it will happen?</i> Lesson 23 – TG p. 133 Reader Card – Lesson 23