Northpoint Horizons

Math Elevations
Correlated to the
Maryland State Math Curriculum Standards

Grade 5

This document provides a sampling of the extensive math directives offered throughout the *Math Elevations* program that meet the Maryland Math Curriculum Standards.

Math Assessment Standards	***Math Elevations Level E* (Grade 5) Teacher's Guide Examples/Lessons**
1.0 Knowledge of Algebra, Patterns, and Functions Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.	
A. Patterns and Functions	
1. Identify, describe, extend, and create numeric patterns and functions	**Unit 5 – Algebra**
a. Interpret and write a rule for a one-operation (+, –, x, ÷ with no remainders) function table Assessment limit: Use whole numbers or decimals with no more than 2 decimal places (0 – 1000)	5.2 – Investigating Patterns, pp. 92–93
b. Create a one-operation (x, ÷ with no remainders) function table to solve a real-world problem	5.1 – Order of Operations, pp. 90–91 5.6 – Problem Solving, pp. 100–101
c. Complete a one-operation function table Assessment limit: Use whole numbers with +, –, x, ÷ (with no remainders) or use decimals with no more than two decimal places with +, – (0 – 200)	5.2 – Investigating Patterns, pp. 92–93 5.8 – The Coordinate Plane, pp. 104–105
d. Apply a given two-operation rule for a pattern Assessment limit: Use two operations (+, –, x) and whole numbers (0 – 100)	5.2 – Investigating Patterns, pp. 92–93
B. Expressions, Equations, and Inequalities	
1. Write and identify expressions	**Unit 5 – Algebra**
a. Represent unknown quantities with one unknown and one operation (+, –, ×, ÷ with no remainders) Assessment limit: Use whole numbers (0 – 100) or	5.4 – Evaluating Expressions, pp. 96–97 5.6 – Problem Solving, pp. 100–101

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money ($0 – $100)	
b. Determine the value of algebraic expressions with one unknown and one operation Assessment limit: Use +, – with whole numbers (0–1000) or ×, ÷ (with no remainders) with whole numbers (0–100) and the number for the unknown is no more than 9	5.3 – Algebraic Expressions, pp. 94–95 5.4 – Evaluating Expressions, pp. 96–97 5.5 – Solving One-Step Equations, pp. 98–99
c. Use parenthesis to evaluate a numeric expression	5.1 – Order of Operations, 90–91
2. Identify, write, solve, and apply equations and inequalities	**Unit 5 – Algebra**
a. Represent relationships by using the appropriate relational symbols (>, <, =) and one operational symbol (+, –, ×, ÷ with no remainders) on either side Assessment limit: Use whole numbers (0 – 400)	5.5 – Solving One-Step Equations, pp. 98–99 5.7 – Inequalities, pp. 102–103
b. Create a graph in a coordinate plane Assessment limit: Use the first quadrant and ordered pairs of whole numbers (0 – 50)	5.8 – The Coordinate Plane, pp. 104–105
Standard 2.0 Knowledge of Geometry Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe, reason, or solve problems about shape, size, position, or motion of objects.	
A. Plane Geometric Figures	
1. Analyze the properties of plane geometric figures	**Unit 7 – Geometry**
a. Identify and describe relationships of lines and line segments in geometric figures or pictures Assessment limit: Use parallel or perpendicular lines and line segments	7.1 – Geometric Concepts, pp. 126–127
b. Identify polygons within a composite figure Assessment limit: Use polygons with no more than 8 sides as part of a composite figure comprised of triangles or quadrilaterals	7.2 – Lines, pp. 128–129
c. Identify and describe the radius and diameter of a circle	*Math Elevations* Level F (Grade 6) Unit 6 Geometry 6.4 – Circles, pp. 114–115
2. Analyze geometric relationships	**Unit 7 – Geometry**

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a. Compare and classify quadrilaterals by length of sides and types of angles (Include the angle symbol <ABC) Assessment limit: Use squares, rectangles, rhombi, parallelograms, and trapezoids	7.7 – Classifying Quadrilaterals, pp. 138–139
b. Compare triangles by sides	7.4 – Classifying Triangles, pp. 132–133
B. Solid Geometric Figures	
1. Analyze the properties of solid geometric figures	**Unit 7 – Geometry**
a. Identify cones, cylinders, prisms, and pyramids Assessment limit: Use cones or cylinders	7.8 – Solid Figures, pp. 140–141
b. Identify and classify pyramids and prisms by the base Assessment limit: Use triangular prisms and pyramids or rectangular prisms and pyramids	7.8 – Solid Figures, pp. 140–141
2. Analyze the relationship between plane geometric figures and surfaces of solid geometric figures	**Unit 7 – Geometry**
a. Compare a plane figure to surfaces of solid geometric figure Assessment limit: Analyze and identify the number or arrangement of rectangles needed to make a rectangular prism, number of triangles/rectangles needed to make a triangular prism, and the number of circles/rectangles needed to make a cylinder.	7.7 – Classifying Quadrilaterals, pp. 138–139 7.8 – Solid Figures, pp. 140–141
C. Representation of Geometric Figures	
1. Represent plane geometric figures	**Unit 7 – Geometry**
a. Identify, describe, and draw angles, parallel line segments, and perpendicular line segments Assessment limit: Provide their dimensions as whole numbers (0 – 20) or angle measurements (0° – 179°)	7.2 – Lines, pp. 128–129 7.3 – Measuring and Classifying Angles, pp. 130–131
D. Congruence and Similarity	
1. Analyze similar figures to:	**Unit 7 – Geometry**
a. Identify or describe geometric figures as similar Assessment limit: Use same shape and different size	7.7 – Classifying Quadrilaterals, pp. 138–139 7.8 – Solid Figures, pp. 140–141

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E. Transformations	
1. Analyze a transformation	**Unit 7 – Geometry**
a. Identify and describe the results of translations, reflections, and rotations of geometric figures Assessment limit: Use translation along a vertical line, reflection over a horizontal line, or rotation 90° or 180° around a given point	7.5 – Translations, pp. 134–135 7.6 – Reflections and Rotations, pp. 136–137
3.0 Knowledge of Measurement Students will identify attributes, units, or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.	
A. Measurement Units	
1. Read customary and metric measurement units	**Unit 6 – Measurement**
a. Estimate and determine weight or mass Assessment limit: Use the nearest ounce for weight and the nearest gram for mass	6.7 – Converting Within the Metric System, pp. 120–121 6.8 – Converting Within the Customary System, pp. 122–123
b. Estimate and determine capacity Assessment limit: Use the nearest ounce	*Math Elevations* Level D (Grade 4) Unit 6 6.5 – Measuring Capacity, pp. 116–117 6.6 – Capacity Conversions, pp. 118–119 *Math Elevations* Level E (Grade 5) Unit 6 6.7 – Converting Within the Metric System, pp. 120–121 6.8 – Converting Within the Customary System, pp. 122–123
B. Measurement Tools	
1. Measure in customary and metric units	**Unit 6 – Measurement**
a. Select and use appropriate tools and units Assessment limit: Measure length to 1/8 inch with a ruler	6.7 – Converting Within the Metric System, pp. 120–121 6.8 – Converting Within the Customary System, pp. 122–123
2. Measure angles	**Unit 6 – Measurement**
a. Measure a single angle and angles in regular polygons Assessment limit: Measure an angle between 0 and 180 to the nearest degree	6.4 – Area of Parallelograms, pp. 114–115
C. Applications in Measurement	
1. Apply measurement concepts	**Unit 6 – Measurement**

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a. Determine perimeter Assessment limit: Use polygons with no more than 8 sides and whole numbers (0 –500)	6.1 – Area and Perimeter, pp. 108–109 6.2 – Investigating Area and Perimeter, pp. 110–111 6.3 – Perimeter of Irregular Shapes, pp. 112–113
b. Determine area Assessment limit: Use rectangles and whole numbers (0 – 200)	6.1 – Area and Perimeter, pp. 108–109 6.2 – Investigating Area and Perimeter, pp. 110–111
c. Find the area and the perimeter of any closed figure on a grid Assessment limit: Use whole and partial units (0–50)	6.1 – Area and Perimeter, pp. 108–109 6.2 – Investigating Area and Perimeter, pp. 110–111
d. Estimate and determine volume by counting	6.6 – Volume of Rectangular Solids, pp. 118–119
2. Calculate equivalent measurements	**Unit 6 – Measurement**
a. Determine start, elapsed, and end time Assessment limit: Use the nearest minute	*Math Elevations* Level C (Grade 3) Unit 7 – Measurement 7.1 – Time, pp. 126–127
b. Determine equivalent units of measurement Assessment limit: Use seconds, minutes, and hours or pints, quarts, and gallons	6.8 – Converting Within the Customary System, pp. 122–123
4.0 Knowledge of Statistics Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.	
A. Data Displays	
1. Collect, organize, and display data	**Unit 8 – Data Analysis, Probability and Data Analysis**
a. Collect data by conducting surveys to answer a question	*Math Elevations* Level C (Grade 3) Unit 8 – Probability, Data Analysis, and Graphs 8.2 – Reading Charts and Tables, pp. 146–147 *Math Elevations* Level F (Grade 6) Unit 8 – Data Analysis and Probability 8.4 – Conducting Surveys, pp.150–151
b. Organize and display data in stem-and-leaf plots Assessment limit: Use no more than 20 data points and whole numbers (0 – 100)	*Math Elevations* Level F (Grade 6) Unit 8 – Data Analysis and Probability 8.2 – Line Plots and Stem-and-Leaf Plots, pp. 146–147
c. Organize and display data in line plots Assessment limit: Use no more than 20 pieces of data with a range of no more than 20 and whole numbers (0 – 200)	8.7 – Line Graphs, pp. 156–157 *Math Elevations* Level F (Grade 6) Unit 8 – Data Analysis and Probability 8.2 – Line Plots and Stem-and-Leaf Plots, pp. 146–147
d. Organize and display data in double bar graphs Assessment limit: Use no more than 4 categories and	8.6 – Bar Graphs, pp. 154–155

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intervals of 1, 2, 5, or 10 and whole numbers (0 – 100)	
e. Organize and display data in line graphs Assessment limit: Use y-axis with intervals of 1, 2, 4, 5, or 10 and x-axis with no more than 10 time intervals and whole numbers (0 – 100)	8.7 – Line Graphs, pp. 156–157 *Math Elevations* Level F (Grade 6) Unit 8 – Data Analysis and Probability 8.6 – Line Graphs, pp. 154–155
f. Determine the appropriate type of graph to effectively display data	*Math Elevations* Level F (Grade 6) Unit 8 – Data Analysis and Probability 8.5 – Displaying Data, pp. 152–153
B. Data Analysis	
1. Analyze data	**Unit 8 – Data Analysis, Probability and Data Analysis**
a. Interpret and compare data in stem & leaf plot Assessment limit: Use no more than 20 data points and whole numbers (0 – 100)	*Math Elevations* Level F (Grade 6) Unit 8 – Data Analysis and Probability 8.2 – Line Plots and Stem-and-Leaf Plots, pp. 146–147
b. Interpret and compare data in line plots Assessment limit: Use no more than 20 pieces of data with a range of no more than 20 and whole numbers (0 – 100)	8.7 – Line Graphs, pp. 156–157 *Math Elevations* Level F (Grade 6) Unit 8 – Data Analysis and Probability 8.2 – Line Plots and Stem-and-Leaf Plots, pp. 146–147
c. Interpret and compare data in double bar graphs Assessment limit: Use no more than 4 categories and intervals of 1, 2, 5, or 10 and whole numbers (0 – 1000)	8.6 – Bar Graphs, pp. 154–155
d. Interpret and compare data in double line graphs Assessment limit: Use y-axis with intervals of 1, 2, 5, or 10 and x-axis with no more than 10 time intervals and whole numbers (0 – 100)	8.7 – Line Graphs, pp. 156–157
e. Read circle graphs Assessment limit: Use no more than 4 categories and data in whole numbers or percents which are multiples of 5 and whole numbers (0 – 100)	8.8 – Circle Graphs, pp. 158–159
2. Describe a set of data (mean, median, mode)	**Unit 8 – Data Analysis, Probability and Data Analysis**
a. Determine the mean of a given data set or data display Assessment limit: Use no more than 8 pieces of data and whole numbers without remainders (0 – 1000)	8.4 – Mode, Median, and Range, pp. 150–151 8.5 – The Mean, pp. 152–153

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b. Apply the range and measures of central tendency to solve a problem or answer a question	8.4 – Mode, Median, and Range, pp. 150–151 8.5 – The Mean, pp. 152–153
5.0 Knowledge of Probability Students will use experimental methods or theoretical reasoning to determine probabilities to make predictions or solve problems about events whose outcomes involve random variation.	
A. Sample Space	
1. Identify possible outcomes	**Unit 8 – Data Analysis, Probability and Data Analysis**
a. Determine possible outcomes of independent events Assessment limit: Use two independent events with no more than 4 outcomes each and an organized list or tree diagram	8.3 – Probability Experiments, pp. 148–149
B. Theoretical Probability	
1. Determine the probability of one simple event comprised of equally likely outcomes	**Unit 8 – Data Analysis, Probability and Data Analysis**
a. Make predictions and express the probability as a fraction Assessment limit: Use a sample space of no more than 20 outcomes	8.1 – Possible Outcomes, pp. 144–145 8.2 – Evaluating Probability, pp. 146–147
6.0 Knowledge of Number Relationships and Computation/Arithmetic Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology.	
A. Knowledge of Number and Place Value	
1. Apply knowledge of whole numbers and place value	**Unit 1 – Numbers and Operations** **Unit 3 – Numeration and Fractions** **Unit 4 – Computation with Fractions, Decimals, and Percents**
a. Read, write, and represent whole numbers using symbols, words, and models Assessment limit: Use denominators that are factors of 24 and numbers (0 – 200)	1.1 – Whole Number Place Value, pp. 18–19 1.3 – Working with Whole Numbers, pp. 22–23 1.7 – Greatest Common Factor, pp. 30–31
b. Read, write, or represent decimals using symbols, words, or models Assessment limit: Use no more than 3 decimal places (0 – 100)	1.2 – Place Value Through Thousandths, pp. 20–21 1.4 – Working with Decimal Numbers, pp. 24–25

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c. Identify and determine equivalent forms of proper fractions Assessment limit: Use denominators that are factors of 100, decimals, or percents (0 – 200)	4.4 – Addition of Mixed Numbers (Unlike Denominators), pp. 78–79 4.5 – Subtraction of Mixed Numbers (Unlike Denominators), pp. 80–81 4.6 – Understanding Percent, pp. 82–83 4.7 – Converting Between Percents, Decimals, and Fractions, pp. 84–85
d. Compare or order fractions with or without using the symbols (<, >, or =) Assessment limit: Use no more than 4 fractions or mixed numbers with denominators that are factors of 100 and numbers (0 – 100)	3.6 – Comparing Fractions Using the LCD, pp. 64–65 4.2 – Addition and Subtraction of Mixed Numbers (Like Denominators), pp. 74–75 4.3 – Addition and Subtraction of Fractions (Unlike Denominators), pp. 76–77
e. Compare, order, and describe decimals with or without using the symbols (<, >, or =) Assessment limit: Use no more than 4 decimals with no more than 3 decimal places and numbers (0 – 100)	1.4 – Working with Decimal Numbers, pp. 24–25 3.6 – Comparing Fractions Using the LCD, pp. 64–65 3.7 – Converting Fractions to Decimals, pp. 66–67 4.7 – Converting Between Percents, Decimals, and Fractions, pp. 84–85
B. Number Theory	
1. Apply number relationships to:	**Unit 1 – Numbers and Operations**
a. Identify or describe numbers as prime or composite Assessment limit: Use whole numbers (0 – 100)	1.5 – Primes and Composites, pp. 26–27
b. Identify and use rules of divisibility Assessment limit: Use rules for 2, 3, 5, 9, or 10 and whole numbers (0 – 10,000)	1.6 – Divisibility, pp. 28–29
c. Identify the greatest common factor Assessment limit: Use 2 numbers whose GCF is no more than 10 and whole numbers (0 – 100)	1.7 – Greatest Common Factor, pp. 30–31
d. Identify a common multiple and the least common multiple Assessment limit: Use no more than 4 single digit whole numbers	1.8 – Least Common Multiple, pp. 32–33
C. Number Computation	
1. Analyze number relations and compute	**Unit 2 – Computation with Whole and Decimal Numbers** **Unit 3 – Numeration and Fractions** **Unit 4 – Computation with Fractions, Decimals, and Percents**
a. Multiply whole numbers Assessment limit: Use a 3-digit factor by another	2.3 – Multiplying by Multiples of 10, 100, and 1,000, pp. 40–41 2.4 – Multiplying by a Two-Digit Factor, pp. 42–43

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factor with no more than 2-digits and whole numbers (0 – 10,000)	
b. Divide whole numbers Assessment limit: Use a dividend with no more than a 4-digits by a 2-digit divisor and whole numbers (0 – 9,999)	2.7 – Long Division, pp. 48–49 2.8 – Interpreting Remainders, pp. 50–51
c. Interpret quotients and remainders mathematically and in the context of a problem Assessment limit: Use dividend with no more than a 3-digits by a 1 or 2 digit divisor and whole numbers (0 – 999)	2.7 – Long Division, pp. 48–49 2.8 – Interpreting Remainders, pp. 50–51
d. Add and subtract proper fractions and mixed numbers with answers in simplest form Assessment limit: Use denominators as factors of 24 and numbers (0 – 20)	3.1 – Understanding Fractions, pp. 54–55 3.2 – Equivalent Fractions and Simplest Form, pp. 56–57 3.3 – Mixed Numbers and Improper Fractions, pp. 58–59 4.1 – Addition and Subtraction of Fractions (Like Denominators), pp. 72–73 4.2 – Addition and Subtraction of Mixed Numbers (Like Denominators), pp. 74–75 4.3 – Addition and Subtraction of Fractions (Unlike Denominators), pp. 76–77 4.4 – Addition of Mixed Numbers (Unlike Denominators), pp. 78–79 4.5 – Subtraction of Mixed Numbers (Unlike Denominators), pp. 80–81
e. Add decimals including money Assessment limit: Use no more than 4 addends and no more than 3 decimal places in each addend and numbers (0 – 1000)	2.2 – Addition and Subtraction of Decimal Numbers, pp. 38–39
f. Subtract decimals including money Assessment limit: Use a minuend and subtrahend with no more than 3 decimal places and numbers (0 – 1000)	2.2 – Addition and Subtraction of Decimal Numbers, pp. 38–39
g. Multiply decimals Assessment limit: Use a decimal in monetary notation by a single digit whole number and numbers (0 – 100)	2.5 – Multiplying Decimals, pp. 44–45
h. Divide decimals by whole numbers	2.8 – Interpreting Remainders, pp. 50–51 *Math Elevations* Level F (Grade 6) Unit 2 – Computation with Integers

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	and Decimals 2.7 – Division, pp. 48–49
2. Estimation	**Unit 1 – Numbers and Operations** **Unit 2 – Computation with Whole Numbers and Decimal Numbers**
a. Determine the approximate sum and difference of decimals Assessment limit: Use no more than 3 addends with no more than 3 decimal places in each addend or the difference of a minuend and subtrahend with no more than 3 decimal places and numbers (0 – 1000)	2.2 – Addition and Subtraction of Decimal Numbers, pp. 38–39 2.5 – Multiplying Decimals, pp. 44–45
b. Determine approximate product and quotient of whole numbers Assessment limit: Use a 1-digit factor with the other factor having no more than 3 digits or a dividend having no more than 3 digits and a 1-digit divisor and whole numbers (0 – 5000)	1.5 – Primes and Composites, pp. 26–27 2.6 – Estimating Quotients, pp. 46–47
c. Determine the approximate product of decimals Assessment limit: Use a decimal in monetary notation and a single digit whole number (0 – 100)	2.5 – Multiplying Decimals, pp. 44–45
7.0 Processes of Mathematics Students demonstrate the processes of mathematics by making connections and applying reasoning to solve problems and to communicate their findings.	
A. Problem Solving	
1. Apply a variety of concepts, processes, and skills to solve problems	**Unit 5 – Algebra**
a. Identify the question in the problem	5.6 – Problem Solving, pp. 100–101
b. Decide if enough information is present to solve the problem	5.4 – Evaluating Expressions, pp. 96–97
c. Make a plan to solve a problem	5.5 – Solving One-Step Equations, pp. 98–99
d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	5.1 – Order of Operations, pp. 90–91 5.2 – Investigating Patterns, pp. 92–93
e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	5.2 – Investigating Patterns, pp. 92–93
f. Identify alternative ways to solve a problem	5.7 – Inequalities, pp. 102–103

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g. Show that a problem might have multiple solutions or no solution	5.7 – Inequalities, pp. 102–103
h. Extend the solution of a problem to a new problem situation	5.8 – The coordinate Plane, pp. 104–105
B. Reasoning	
1. Justify ideas or solutions with mathematical concepts or proofs	**Unit 5 – Algebra**
a. Use inductive or deductive reasoning	5.2 – Investigating Patterns, pp. 92–93
b. Make or test generalizations	5.4 – Evaluating Expressions, pp. 96–97
c. Support or refute mathematical statements or solutions	5.7 – Inequalities, pp. 102–103
d. Use methods of proof, i.e., direct, indirect, paragraph, or contradiction	5.6 – Problem Solving, pp. 100–101
C. Communication	
1. Present mathematical ideas using words, symbols, visual displays, or technology	**Unit 1 – Numbers and Operations** **Unit 2 – Computation with Whole and Decimal Numbers** **Unit 3 – Numeration and Fractions** **Unit 4 – Computation with Fractions, Decimals, and Percents** **Unit 5 – Algebra**
a. Use multiple representations to express concepts or solutions	3.2 – Equivalent Fractions and Simplest Form, pp. 56–57
b. Express mathematical ideas orally	1.5 – Primes and Composites, pp. 26–27
c. Explain mathematically ideas in written form	2.8 – Interpreting Remainders, pp. 50–51
d. Express solutions using concrete materials	4.7 – Converting Between Percents, Decimals, and Fractions, pp. 84–85
e. Express solutions using pictorial, tabular, graphical, or algebraic methods	5.8 – The coordinate Plane, pp. 104–105
f. Explain solutions in written form	4.4 – Addition of Mixed Numbers (Unlike Denominators), pp. 78–79
g. Ask questions about mathematical ideas or problems	2.8 – Interpreting Remainders, pp. 50–51 3.4 – Relating Decimals and Fractions, pp. 60–61
h. Give or use feedback to revise mathematical thinking	4.3 – Addition and Subtraction of Fractions (Unlike Denominators), pp. 76–77
D. Connections	
1. Relate or apply mathematics within the discipline, to	**Unit 4 – Computation with Fractions, Decimals, and Percents**

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other disciplines, and to life	**Unit 6 – Measurement** **Unit 8 – Data Analysis, Probability and Data Analysis**
a. Identify mathematical concepts in relationship to other mathematical concepts	4.7 – Converting Between Percents, Decimals, and Fractions, pp. 84–85
b. Identify mathematical concepts in relationship to other disciplines	6.8 – Converting Within the Customary System, pp. 122–123
c. Identify mathematical concepts in relationship to life	8.1 – Possible Outcomes, pp. 144–145
d. Use the relationship among mathematical concepts to learn other mathematical concepts	4.8 – Percent of a Quantity, pp. 86–87