

# Benchmark Alignment and Adjustments

## Scott Foresman – Addison Wesley

### Grade Five

The Benchmark Alignment and Adjustment page correlates the trimester benchmarks to the instructional program for Scott Foresman – Addison Wesley and identifies the Units that provide instruction to address the concepts and skills within Trimester One. Benchmarks that are highlighted will need additional instruction to ensure students have developed the concepts and skills needed for success. Strategies for additional instruction and content support can be found in the Instructional Support Strategies/Resources section of the booklet.

#### Trimester One (Weeks 1 – 12)

- 1.5.1 Read and write number, number words, and ordinals. (1.11)
- 1.5.2 [Identify, model, and compare improper fractions and mixed numbers. \(1.8\)](#)
- 1.5.2 [Compare fractions with like and unlike denominators using models and drawings, and by finding common denominators. \[1.6\]](#)
- 1.5.2 [Identify and/or generate equivalent fractions. \(1.4\)](#)
- 1.5.2 [Rename and identify fractions in simplest form. \(1.4\)](#)
- 1.5.2 [Add and subtract fractions with like denominators using models, drawings, and numbers \[1.7\]](#)
- 1.5.3 [Round numbers to an appropriate place value. \(1.2\)](#)
- 1.5.5 [Immediately recall, apply and use basic facts of multiplication and corresponding division facts \(products to 144 \[1.14\]](#)
- 1.5.5 [Use basic addition, subtraction, multiplication, and division with speed and accuracy in computation and problem solving. \(1.22\)](#)
- 1.5.5 [Use a variety of appropriate strategies to estimate, compute, and solve mathematical and real-world problems. \(1.25\)](#)
- 1.5.5 [Use multiples of 10 to expand knowledge of basic multiplication and division facts. \[1.13\]](#)
- 1.5.7 [Estimate to determine the reasonableness of an answer in mathematical and practical situations involving decimals. \(1.15\)](#)
- 1.5.7 [Add and subtract decimals \[1.16\]](#)
- 1.5.7 [Use models and drawings to identify, compare, add, and subtract decimals and to solve problems. \(1.10\)](#)
- 1.5.7 [Use the order of operations to evaluate expressions with whole numbers. \(1.17\)](#)
- 1.5.8 Multiply and divide decimals by whole numbers in problems representing practical situations. (1.18)
- 2.5.1 [Identify, describe, and represent patterns and relationships in the number system including triangular numbers and perfect squares. \[2.1\]](#)
- 2.5.2 [Find possible solutions to an inequality involving a variable using whole numbers as a replacement set. \[2.2\]](#)
- 2.5.3 [Complete number sentences with the appropriate words and symbols including  \$\leq\$ ,  \$\geq\$ ,  \$\neq\$ . \(2.5\)](#)
- 3.5.3 [Describe the differences between perimeter and area, including the difference in units of measure \[3.6\]](#)
- 3.5.4 [Determine totals, differences, and change due for monetary amounts in practical situations \[3.7\]](#)
- 3.5.6 [Determine equivalent periods of time, including relationships between and among seconds, minutes, hours, days, months, and years. \[3.8\]](#)
- 5.5.1 [Pose questions that can be used to guide the collection of categorical and numerical data. \(5.2\)](#)
- A.3-5 Select, modify, develop, apply, and justify strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts. (A.1)
- A.3-5 Apply previous experience and knowledge to new problem solving situations. (A.2)
- A.3-5 Determine an efficient strategy, verify, interpret, and evaluate results with respect to the original problem. (A.3)
- A.3-5 Try more than one strategy when the first strategy proves to be unproductive. (A.4)
- A.3-5 [Apply multi-step, integrated, mathematical problem-solving strategies, persisting until a solution is found or it is clear that no solution exists. \(A.5\)](#)
- A.3-5 Generalize solutions and strategies to new problem solving situations. (A.6)
- A.3-5 Interpret and solve a variety of problems by paraphrasing, identifying necessary and extraneous information, and ensuring the answer is reasonable [A.7]
- A.3-5 Use technology, including calculators, to investigate and describe relationships such as patterns and functions, to develop mathematical concepts and solve problems. (A.8)
- B.3-5 Discuss and exchange ideas about mathematics as a part of learning. (B.1)
- B.3-5 Use inquiry techniques (discussion, questioning, research, and data gathering) to solve mathematical problems. (B.2)
- B.3-5 Identify and translate key words and phrases that imply mathematical operations [B.3]
- B.3-5 Use a variety of methods (physical materials, diagrams, and tables) to represent and then communicate mathematical ideas through oral, verbal, and written formats [B.4]
- B.3-5 Use everyday language to make conjectures, explain, and justify thinking about strategies and solutions to mathematical problems. (B.5)
- B.3-5 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing [B.6]
- B.3-5 Use mathematical words, phrases, and symbols to communicate and explain mathematical situations. (B.7)
- B.3-5 Read a variety of fiction and nonfiction texts to learn about mathematics. (B.8)
- C.3-5 [Justify and explain the solutions to problems using manipulatives and physical models \[C.1\]](#)

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- C.3-5 [Use patterns and relationships to analyze mathematical problems and draw logical conclusions about mathematical problems \[C.2\]](#)
- C.3-5** [Follow a logical argument and judge its validity. \(C.3\)](#)
- C.3-5 [Ask questions to reflect on, clarify, and extend thinking. \(C.4\)](#)
- C.3-5 Review and refine assumptions and steps used to derive conclusions in mathematical arguments. (C.5)
- C.3-5 Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [C.6]
- D.3-5 Link new concepts to prior knowledge. (D.1)
- D.3-5 Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics. (D.2)
- D.3-5 Use physical models to explain the relationship of concepts to procedures [D.3]
- D.3-5 Apply mathematical thinking and modeling to solve problems that arise in other disciplines such as rhythm in music and motion in science. (D.4)
- D.3-5 Approach problems with flexibility in a variety of ways within and beyond the field of mathematics. (D.5)
- D.3-5 Identify, explain, and use mathematics in everyday life [D.6]

### Chapter

Provide instruction including “Reaching ALL Learners,” “Investigating the Concept,” “Investigations Activities” and “Ongoing Assessment” from the following Chapters within the recommended time frame.

Teacher's Edition VOL 1	Chapter 1, ALL (Place Value, Adding & Subtracting)
Teacher's Edition VOL 1	Chapter 2, Section A (Multiplying Whole Numbers)
Teacher's Edition VOL 1	Chapter 3, ALL (Dividing with One-Digit Divisors)
Teacher's Edition VOL 2	Chapter 4, Section A (Number Sense)
Teacher's Edition VOL 2	Chapter 4, Section B (Dividing Whole Numbers)
Teacher's Edition VOL 3	Chapter 7, ALL (Fraction Concepts)
Teacher's Edition VOL 3	Chapter 8, Section A (Adding & Subtracting Fractions)
Teacher's Edition VOL 3	Chapter 9, ALL (Measurement)

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The Benchmark Alignment and Adjustment page correlates the trimester benchmarks to the instructional program for Scott Foresman – Addison Wesley and identifies the Units that provide instruction to address the concepts and skills within Trimester Two. Benchmarks that are highlighted will need additional instruction to ensure students have developed the concepts and skills needed for success. Strategies for additional instruction and content support can be found in the Instructional Support Strategies/Resources section of the booklet.

#### Trimester Two (Weeks 13 – 24)

- 1.5.3 [Read, write, compare, and order integers in mathematical and practical situations. \(1.12\)](#)
- 1.5.5 [Identify and use least common multiples and greatest common factors. \(1.21\)](#)
- 1.5.5 [Describe and use algorithms for addition, subtraction, multiplication, and division. \(1.23\)](#)
- 1.5.6 [Use estimation and mental computation in appropriate situations to solve problems. \(1.24\)](#)
- 2.5.2 [Use variables to describe simple functions and relationships. \(2.3\)](#)
- 3.5.1 [Estimate and convert units of measures for weight and volume/capacity of length, volume/capacity within the same measurement system \(customary and metric.\) \[3.1\]](#)
- 4.5.1 [Identify, classify, compare, and draw triangles and quadrilaterals based on their properties. \[4.1\]](#)
- 4.5.1 [Identify and draw circles and parts of circles describing the relationship between the various parts. \[4.2\]](#)
- 4.5.2 [Represent concepts of congruency, similarity, and/or symmetry using a variety of methods including dilation \(enlargement/reduction\) and transformational motions. \[4.3\]](#)
- 4.5.3 [Graph coordinates representing geometric shapes in the first quadrant. \(4.4\)](#)
- 4.5.4 [Predict and describe the results of combining, dividing, and changing shapes into other shapes. \(4.5\)](#)
- 4.5.6 [Identify, draw, label, and describe planes, parallel lines, intersecting line, and perpendicular lines. \(4.7\)](#)
- 4.5.6 [Identify, define, draw, and describe points, line segments, rays, and angles. \(4.6\)](#)
- 4.5.7 [Describe characteristics of right, acute, obtuse, scalene, equilateral, and isosceles triangles. \(4.9\)](#)
- 4.5.7 [Measure, compare, draw, and classify triangles according to their properties such as acute, right, obtuse, scalene, and equilateral angles. \(4.8\)](#)
- 5.5.1 [Organize and represent data using a variety of graphical representations including stem and leaf plots, and histograms \[5.1\]](#)
- 5.5.2 Compute range. (5.5)
- A.3-5 Select, modify, develop, apply, and justify strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts. (A.1)
- A.3-5 Apply previous experience and knowledge to new problem solving situations. (A.2)
- A.3-5 Determine an efficient strategy, verify, interpret, and evaluate results with respect to the original problem. (A.3)
- A.3-5 Try more than one strategy when the first strategy proves to be unproductive. (A.4)
- A.3-5 [Apply multi-step, integrated, mathematical problem-solving strategies, persisting until a solution is found or it is clear that no solution exists. \(A.5\)](#)
- A.3-5 Generalize solutions and strategies to new problem situations. (A.6)
- A.3-5 Interpret and solve a variety of problems by paraphrasing, identifying necessary and extraneous information, and ensuring the answer is reasonable [A.7]
- A.3-5 Use technology, including calculators, to investigate and describe relationships such as patterns and functions, to develop mathematical concepts and solve problems. (A.8)
- B.3-5 Discuss and exchange ideas about mathematics as a part of learning. (B.1)
- B.3-5 Use inquiry techniques (discussion, questioning, research, and data gathering) to solve mathematical problems. (B.2)
- B.3-5 Identify and translate key words and phrases that imply mathematical operations [B.3]
- B.3-5 Use a variety of methods (physical materials, diagrams, and tables) to represent and then communicate mathematical ideas through oral, verbal, and written formats [B.4]
- B.3-5 Use everyday language to make conjectures, explain, and justify thinking about strategies and solutions to mathematical problems. (B.5)
- B.3-5 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing [B.6]
- B.3-5 Use mathematical words, phrases, and symbols to communicate and explain mathematical situations. (B.7)
- B.3-5 Read a variety of fiction and nonfiction texts to learn about mathematics. (B.8)
- C.3-5 [Justify and explain the solutions to problems using manipulatives and physical models \[C.1\]](#)
- C.3-5 [Use patterns and relationships to analyze mathematical problems and draw logical conclusions about mathematical problems \[C.2\]](#)
- C.3-5 [Follow a logical argument and judge its validity. \(C.3\)](#)
- C.3-5 [Ask questions to reflect on, clarify, and extend thinking. \(C.4\)](#)
- C.3-5 Review and refine assumptions and steps used to derive conclusions in mathematical arguments.(C.5)
- C.3-5 Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [C.6]

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- D.3-5 Link new concepts to prior knowledge. (D.1)
- D.3-5 Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics. (D.2)
- D.3-5 [Use physical models to explain the relationship of concepts to procedures \[D.3\]](#)
- D.3-5 [Apply mathematical thinking and modeling to solve problems that arise in other disciplines such as rhythm in music and motion in science. \(D.4\)](#)
- D.3-5 Approach problems with flexibility in a variety of ways within and beyond the field of mathematics. (D.5)
- D.3-5 Identify, explain, and use mathematics in everyday life [D.6]

### Chapter

Provide instruction including “Reaching ALL Learners,” “Investigating the Concept,” “Investigations Activities” and “Ongoing Assessment” from the following Chapters within the recommended time frame.

Teacher’s Edition VOL 1	Chapter 3, (Dividing with One-Digit Divisors)
Teacher’s Edition VOL 2	Chapter 5, Section A (Reading and Making Graphs)
Teacher’s Edition VOL 2	Chapter 5, Section B (Interpreting Data)
Teacher’s Edition VOL 2	Chapter 6, ALL (Geometry)
Teacher’s Edition VOL 3	Chapter 9, Section A (Linear Measurement)
Teacher’s Edition VOL 3	Chapter 9, Section B (Perimeter and Area)
Teacher’s Edition VOL 4	Chapter 10, ALL (Measuring Solids)
Teacher’s Edition VOL 4	Chapter 12, Section A (Equations)
Teacher’s Edition VOL 4	Chapter 12, Section B (Integers)

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The Benchmark Alignment and Adjustment page correlates the trimester benchmarks to the instructional program for Scott Foresman – Addison Wesley and identifies the Units that provide instruction to address the concepts and skills within Trimester Three. Benchmarks that are highlighted will need additional instruction to ensure students have developed the concepts and skills needed for success. Strategies for additional instruction and content support can be found in the Instructional Support Strategies/Resources section of the booklet.

### Trimester Three (Weeks 25 – 36)

- 1.5.1 Identify and use place value positions of whole numbers and decimals to the hundredths place [1.1]
- 1.5.2 Explain the relationship among fractions, decimals, percents, and ratios using objects and symbols. (1.9)
- 1.5.3 Compare and order negative numbers, fractions, and decimals in mathematical and practical situations and plot those numbers on a number line. (1.3)
- 1.5.8 Describe and use properties and relationships of the operations addition, subtraction, multiplication, and division. [1.20]
- 1.5.8 Generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations. (1.19)
- 2.5.2 Solve equations with whole numbers using a variety of methods, including inverse operations, mental math, and guess and check. [2.4]
- 3.5.1 Measure, compare, and convert length to the closest fractional part ( $\frac{1}{4}$  and  $\frac{1}{2}$ ) of inches, feet, yards, and miles. (3.2)
- 3.5.1 Measure, compare, and convert length to the closest decimal unit of millimeter, centimeter, meter, and kilometer. (3.3)
- 3.5.2 Measure volume and weight to a required degree of accuracy in the customary and metric systems. (3.4)
- 3.5.3 Describe and determine the perimeter and area of polygons. (3.5)
- 4.5.9 Represent relationships using Venn diagrams. (4.10)
- 5.5.2 Model and compute measures of central tendency including mean, median, and mode [5.4]
- 5.5.3 Interpret data and make predictions using stem-and-leaf plots and histograms. (5.3)
- 5.5.3 Use data from graphs, tables, and charts to draw and explain conclusions and make predictions. (5.6)
- 5.5.4 Represent and solve problems involving combinations using a variety of methods. (5.7)
- 5.5.5 Conduct simple probability experiments using concrete materials. (5.8)
- 5.5.5 Represent the results of simple probability experiments as decimals to make predictions about future events. (5.9)
- 5.5.6 Select an appropriate type of graph to accurately represent the data and justify the selection. (5.10)
- A.3-5 Select, modify, develop, apply, and justify strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts. (A.1)
- A.3-5 Apply previous experience and knowledge to new problem solving situations. (A.2)
- A.3-5 Determine an efficient strategy, verify, interpret, and evaluate results with respect to the original problem. (A.3)
- A.3-5 Try more than one strategy when the first strategy proves to be unproductive. (A.4)
- A.3-5 Apply multi-step, integrated, mathematical problem-solving strategies, persisting until a solution is found or it is clear that no solution exists. (A.5)
- A.3-5 Generalize solutions and strategies to new problem solving situations. (A.6)
- A.3-5 Interpret and solve a variety of problems by paraphrasing, identifying necessary and extraneous information, and ensuring the answer is reasonable [A.7]
- A.3-5 Use technology, including calculators, to investigate and describe relationships such as patterns and functions, to develop mathematical concepts and solve problems. (A.8)
- B.3-5 Discuss and exchange ideas about mathematics as a part of learning. (B.1)
- B.3-5 Use inquiry techniques (discussion, questioning, research, and data gathering) to solve mathematical problems. (B.2)

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- B.3-5 Identify and translate key words and phrases that imply mathematical operations [B.3]
- B.3-5 Use a variety of methods (physical materials, diagrams, and tables) to represent and then communicate mathematical ideas through oral, verbal, and written formats [B.4]
- B.3-5 Use everyday language to make conjectures, explain, and justify thinking about strategies and solutions to mathematical problems. (B.5)
- B.3-5 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing [B.6]
- B.3-5 Use mathematical words, phrases, and symbols to communicate and explain mathematical situations. (B.7)
- B.3-5 Read a variety of fiction and nonfiction texts to learn about mathematics. (B.8)
- C.3-5 [Justify and explain the solutions to problems using manipulatives and physical models \[C.1\]](#)
- C.3-5 [Use patterns and relationships to analyze mathematical problems and draw logical conclusions about mathematical problems \[C.2\]](#)
- C.3-5 [Follow a logical argument and judge its validity. \(C.3\)](#)
- C.3-5 [Ask questions to reflect on, clarify, and extend thinking. \(C.4\)](#)
- C.3-5 Review and refine assumptions and steps used to derive conclusions in mathematical arguments.(C.5)
- C.3-5 Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [C.6]
- D.3-5 Link new concepts to prior knowledge. (D.1)
- D.3-5 Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics. (D.2)
- D.3-5 [Use physical models to explain the relationship of concepts to procedures \[D.3\]](#)
- D.3-5 [Apply mathematical thinking and modeling to solve problems that arise in other disciplines such as rhythm in music and motion in science. \(D.4\)](#)
- D.3-5 Approach problems with flexibility in a variety of ways within and beyond the field of mathematics. (D.5)
- D.3-5 Identify, explain, and use mathematics in everyday life [D.6]

### Chapter

Provide instruction including “Reaching ALL Learners,” “Investigating the Concept,” “Investigations Activities” and “Ongoing Assessment” from the following Chapters within the recommended time frame.

Teacher’s Edition VOL 2	Chapter 5, Section C (Probability)
Teacher’s Edition VOL 1	Chapter 1, ALL (Place Value, Adding and Subtracting)
Teacher’s Edition VOL 1	Chapter 2, ALL (Multiplying Whole Numbers and Decimals)
Teacher’s Edition VOL 4	Chapter 12, ALL (Algebra, Integers, Equations and Graphing)
Teacher’s Edition VOL 2	Chapter 4, Section B (Dividing)