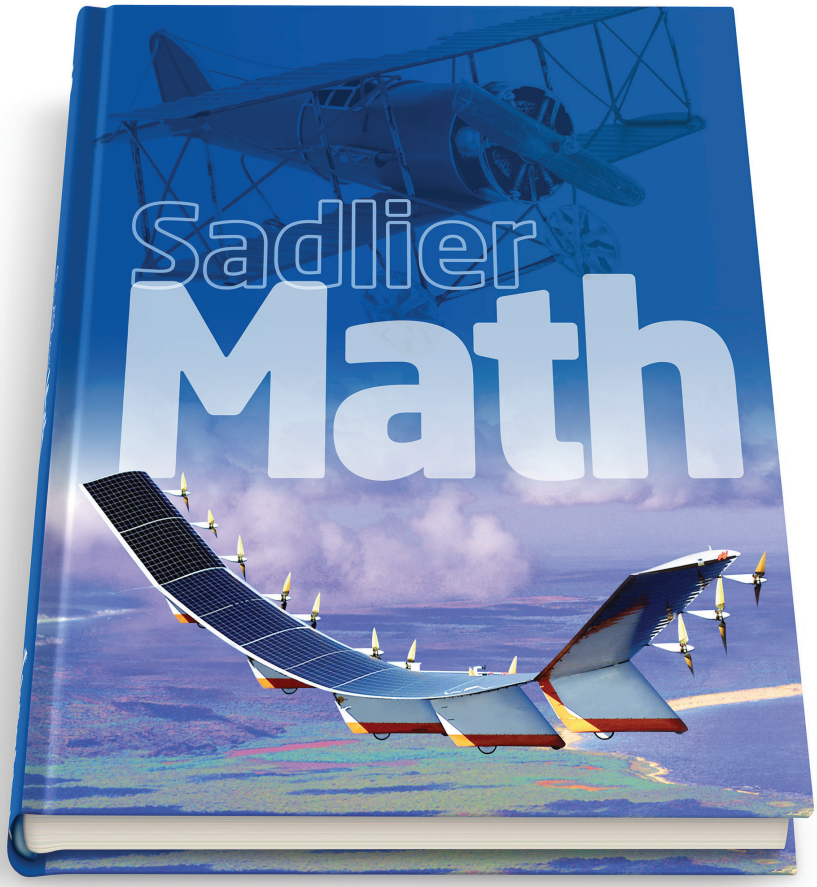
Sadlier Math™

Correlation to the Texas Essential Knowledge and Skills for Mathematics

Grade 5



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Chapter 111. Subchapter A. Elementary, §111.7, Grade 5, Adopted 2012.

Grade 5 Content Standards	*Sadlier Math*, Grade 5
(2) Number and operations. The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value. The student is expected to:	
(A) represent the value of the digit in decimals through the thousandths using expanded notation and numerals;	**Chapter 2: 2-1 & 2-2** • 2-1 Thousandths—pp. 24–25 (Read and write decimals to thousandths using standard form and word form; TE Develop Concepts: Compare Numbers) • 2-2 Decimals and Expanded Form—pp. 26–27 (Read and write decimals to thousandths using expanded form; TE Develop Concepts: Compare Numbers)
(B) compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =; and	**Chapter 2: 2-3** • 2-3 Compare and Order Decimals—pp. 30–31 (Compare and order decimals using symbols to record the comparison; TE Develop Concepts: Compare Numbers)
(C) round decimals to tenths or hundredths.	**Chapter 2: 2-4** • 2-4 Round Decimals—pp. 32–33 (Use place value to round decimal numbers; TE Develop Concepts: Compare Numbers)
(3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:	
(A) estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division;	**Chapter 1: 1-6** • 1-6 Estimate Sums and Differences—pp. 14–15 (Use front-end estimation and rounding to estimate sums and differences of multi-digit numbers; TE Develop Concepts: Explore Front-End Estimation) **Chapter 2: 2-6** • 2-6 Estimate with Decimals—pp. 36–37 (Use front-end estimation and rounding to estimate sums and differences of decimals; TE Develop Concepts: Estimation) **Chapter 3: 3-3** • 3-3 Estimate Products—pp. 48–49 (Estimate products of whole numbers; TE Develop Concepts: Rounding Numbers) **Chapter 4: 4-2** • 4-2 Estimation: Compatible Numbers—pp. 70–71 (Use compatible numbers to estimate quotients; TE Develop Concepts: Explore Compatible Numbers) **Chapter 6: 6-3** • 6-3 Fraction Addition: Estimation and Reasonableness—pp. 126–127 (Use benchmarks and number sense to estimate and check answers involving fractions; TE Develop Concepts: Show Me Half—equivalent fractions) *continued*

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	Chapter 7: 7-3 & 7-5 • 7-3 Subtract Fractions: Estimation and Reasonableness—pp. 146–147 (Use benchmark fractions to assess the reasonableness of answers; TE Develop Concepts: Estimating Fractions) • 7-5 Estimate Sums and Differences of Mixed Numbers—pp. 152–153 (Use rounding and frontend estimation to estimate sums and differences of mixed numbers; TE Develop Concepts: Rounding Fractions) **Chapter 8: 8-7** • 8-7 Estimate Products with Mixed Numbers—pp. 182–183 (Use rounding and compatible numbers to estimate products of mixed numbers; TE Develop Concepts: Betweeness—estimate mixed numbers) **Chapter 10: 10-3 & 10-7** • 10-3 Estimate Decimal Sums—pp. 224–225 (Use front-end estimation and rounding to estimate decimal sums; TE Develop Concepts: Dollar Target) • 10-7 Addition with Money—pp. 234–235 (Use estimation, models, and addition strategies to add amounts of money; TE Develop Concepts: Many Ways to Make $1.00) **Chapter 11: 11-2 & 11-5** • 11-2 Estimate Decimal Differences—pp. 244–245 (Estimate decimal differences; TE Develop Concepts: Estimate Differences) • 11-5 Subtraction with Money—pp. 252–253 (Use estimation and addition strategies to subtract with money; TE Develop Concepts: Applying Estimation in the Real-World) **Chapter 12: 12-3** • 12-3 Estimate Decimal Products—pp. 266–267 (Estimate decimal products; TE Develop Concepts: Rounding and Assessing Estimations) **Chapter 13: 13-3, 13-4 & 13-6** • 13-3 Estimate Decimal Quotients—pp. 292–293 (Estimate decimal quotients; TE Develop Concepts: Compatible Numbers) • 13-4 Estimate with Money—pp. 294–295 (Estimate quotients of money amounts; TE Develop Concepts: Money and Unit Prices) • 13-6 Zeros in Decimal Quotients—pp. 298–299 (Divide decimals using zeros as placeholders; TE Develop Concepts: Estimating Quotients)
(B) multiply with fluency a three-digit number by a two-digit number using the standard algorithm;	**Chapter 3: 3-5** • 3-5 Multiply by Two-Digit Numbers—pp. 54–55 (Multiply a whole number by a 2-digit multiplier; TE Develop Concepts: Understanding Two-Digit Multiplication)
(C) solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm;	**Chapter 4: 4-8** • 4-8 Divide by Two-Digit Numbers—pp. 84–85 (Use a standard algorithm to divide numbers with up to 4 digits by two-digit divisors; TE Develop Concepts: Use a Multiplication Table to Divide)

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(D) represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models;	**Chapter 12: 12-1 through 12-9** • 12-1 Multiply by Powers of 10—pp. 262–263 (Observe and use patterns of zeros when multiplying by a power of 10; TE Develop Concepts: Multiply By 10 and 100) • 12-2 Use Properties to Multiply a Decimal by a Whole Number—pp. 264–265 (Use properties of multiplication to multiply a decimal by a whole number; TE Develop Concepts: The Distributive Property) • 12-3 Estimate Decimal Products—pp. 266–267 (Estimate decimal products; TE Develop Concepts: Rounding and Assessing Estimations) • 12-4 Multiply Decimals by Whole Numbers—pp. 268–269 (Multiply decimals to hundredths using models and strategies; TE Develop Concepts: Multiplication in Real-World Problems) • 12-5 Multiplication with Money—pp. 270–271 (Multiply money amounts using the place-value algorithm; TE Develop Concepts: Finding the Product of Money Using Fractions) • 12-6 Model Multiplying Two Decimals—pp. 274–275 (Use models to multiply a decimal by a decimal; TE Develop Concepts: Modeling Decimal Products) • 12-7 Multiply Decimals by Decimals—pp. 276–277 (Multiply a decimal number by another decimal number; TE Develop Concepts: Multiply Decimals by Converting to Fractions) • 12-8 Zeros in the Product—pp. 278–279 (Write zeros as placeholders in decimal products; TE Develop Concepts: Use Fractions to Multiply Decimals) • 12-9 Problem Solving: Compare Strategies—pp. 280–281 (Compare strategies used in solving problems; TE Develop Concepts: When is Working Backwards a Good Strategy to Use?)
(E) solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers;	
(F) represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models;	**Chapter 13: 13-1 through 13-10** • 13-1 Divide by Powers of 10—pp. 288–289 (Divide decimals and whole numbers by powers of 10; TE Develop Concepts: Powers of Ten and the Place-Value Chart) • 13-2 Model Dividing a Decimal by a Whole Number—pp. 290–291 (Model division of a decimal by a whole number; TE Develop Concepts: Model Division) • 13-3 Estimate Decimal Quotients—pp. 292–293 (Estimate decimal quotients; TE Develop Concepts: Compatible Numbers) • 13-4 Estimate with Money—pp. 294–295 (Estimate quotients of money amounts; TE Develop Concepts: Money and Unit Prices) • 13-5 Divide Decimals by Whole Numbers—pp. 296–297 (Divide decimals by whole numbers; TE Develop Concepts: Division Patterns) • 13-6 Zeros in Decimal Quotients—pp. 298–299 (Divide decimals using zeros as placeholders; TE Develop Concepts: Estimating Quotients) • 13-7 Division with Money—pp. 302–303 (Divide money amounts; TE Develop Concepts: Money Amounts) • 13-8 Problem Solving: Work Backward—pp. 304–305 (Use the Work Backward strategy to solve problems; TE Develop Concepts: Reversing Steps) • 13-9 Model Dividing a Decimal by a Decimal—pp. 306–307 (Use a model to divide a decimal by a decimal; TE Develop Concepts: Decimal Models) • 13-10 Divide a Decimal by a Decimal—pp. 308–309 (Divide by a decimal; TE Develop Concepts: Changing Values)
(G) solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm;	

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(H) represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations;	**Chapter 6: 6-1 through 6-6** • 6-1 Model Addition with Unlike Denominators—pp. 122–123 • 6-2 Add Fractions: Unlike Denominators—pp. 124–125 • 6-3 Fraction Addition: Estimation and Reasonableness—pp. 126–127 • 6-4 Add Mixed Numbers—pp. 130–131 • 6-5 Problem Solving: Use a Model—pp. 132–133 • 6-6 Rename Mixed Number Sums—pp. 134–135 **Chapter 7: 7-1 through 7-9** • 7-1 Model Subtraction of Fractions with Unlike Denominators—pp. 142–143 • 7-2 Subtract Fractions: Unlike Denominators—pp. 144–145 • 7-3 Subtract Fractions: Estimation and Reasonableness—pp. 146–147 • 7-4 Model Subtraction with Mixed Numbers—pp. 150–151 • 7-5 Estimate Sums and Differences of Mixed Numbers—pp. 152–153 • 7-6 Subtract Fractions and Whole Numbers from Mixed Numbers—pp. 154–155 • 7-7 Subtract Mixed Numbers: Rename Fractions—pp. 156–157 • 7-8 Subtract Mixed Numbers: Rename Whole Numbers and Fractions—pp. 158–159 • 7-9 Problem Solving: Write and Solve an Equation—pp. 160–161
(I) represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models;	**Chapter 8: 8-1, 8-3 & 8-10** • 8-1 Model Multiplying Fractions—pp. 168–169 (Use models to multiply a whole number or fraction by a fraction; TE Develop Concepts: Compare Half of a Whole and Half of a Half) • 8-3 Multiply Fractions and Whole Numbers—pp. 172–173 (Multiply fractions and whole numbers; TE Develop Concepts: Repeated Addition) • 8-10 Find the Area of a Rectangle—pp. 188–189 (Use tiling or a formula to find the area of a rectangle with fractional side lengths; TE Develop Concepts: Explore Perimeter and Area of a Rectangle)
(J) represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as 1/3 ÷ 7 and 7 ÷ 1/3 using objects and pictorial models, including area models;	**Chapter 9: 9-1 & 9-4** • 9-1 Divide Whole Numbers by Unit Fractions—pp. 198–199 (Divide whole numbers by unit fractions; TE Develop Concepts: Patterns in Quotients) • 9-4 Divide Unit Fractions by Whole Numbers—pp. 206–207 (Divide a fraction by a whole number; TE Develop Concepts: Interpreting Half in Word Problems)
(K) add and subtract positive rational numbers fluently; and	**Chapter 1: 1-5 through 1-7** • 1-5 Addition Properties and Subtraction Rules—pp. 12–13 • 1-6 Estimate Sums and Differences—pp. 14–15 • 1-7 Find Sums and Differences—pp. 16–17 **Chapter 6: 6-1 through 6-6** • 6-1 Model Addition with Unlike Denominators—pp. 122–123 • 6-2 Add Fractions: Unlike Denominators—pp. 124–125 • 6-3 Fraction Addition: Estimation and Reasonableness—pp. 126–127 • 6-4 Add Mixed Numbers—pp. 130–131 • 6-5 Problem Solving: Use a Model—pp. 132–133 • 6-6 Rename Mixed Number Sums—pp. 134–135 *continued*

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Grade 5 Content Standards	*Sadlier Math*, Grade 5
	Chapter 7: 7-1 through 7-9 • 7-1 Model Subtraction of Fractions with Unlike Denominators—pp. 142–143 • 7-2 Subtract Fractions: Unlike Denominators—pp. 144–145 • 7-3 Subtract Fractions: Estimation and Reasonableness—pp. 146–147 • 7-4 Model Subtraction with Mixed Numbers—pp. 150–151 • 7-5 Estimate Sums and Differences of Mixed Numbers—pp. 152–153 • 7-6 Subtract Fractions and Whole Numbers from Mixed Numbers—pp. 154–155 • 7-7 Subtract Mixed Numbers: Rename Fractions—pp. 156–157 • 7-8 Subtract Mixed Numbers: Rename Whole Numbers and Fractions—pp. 158–159 • 7-9 Problem Solving: Write and Solve an Equation—pp. 160–161 **Chapter 10: 10-1 through 10-7** • 10-1 Use Models to Add Decimals—pp. 220–221 • 10-2 Use Properties to Add Decimals—pp. 222–223 • 10-3 Estimate Decimal Sums—pp. 224–225 • 10-4 Problem Solving: Draw a Picture—pp. 228–229 • 10-5 Add Decimals: Hundredths—pp. 230–231 • 10-6 Add Decimals: Thousandths—pp. 232–233 • 10-7 Addition with Money—pp. 234–235 **Chapter 11: 11-1 through 11-6** • 11-1 Use Models to Subtract Decimals—pp. 242–243 • 11-2 Estimate Decimal Differences—pp. 244–245 • 11-3 Subtract Decimals: Hundredths—pp. 248–249 • 11-4 Subtract Decimals: Thousandths—pp. 250–251 • 11-5 Subtraction with Money—pp. 252–253 • 11-6 Problem Solving: Use a Model—pp. 254–255
(L) divide whole numbers by unit fractions and unit fractions by whole numbers.	**Chapter 9: 9-1 & 9-4** • 9-1 Divide Whole Numbers by Unit Fractions—pp. 198–199 (Divide whole numbers by unit fractions; TE Develop Concepts: Patterns in Quotients) • 9-4 Divide Unit Fractions by Whole Numbers—pp. 206–207 (Divide a fraction by a whole number; TE Develop Concepts: Interpreting Half in Word Problems)
(4) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:	
(A) identify prime and composite numbers;	**Chapter 5: 5-1** • 5-1 Factors, Primes and Composite Numbers—pp. 98–99 (Find the prime factorization of a number; TE Develop Concepts: Use Counters to Explore Prime and Composite Numbers)
(B) represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity;	**Chapter 1: 1-4 & 1-7** • 1-4 Problem Solving: Use the Four-Step Process—pp. 10–11 (Solve problems by using the four-step process; TE Develop Concepts: Write Equations to Represent Situations) *continued*

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Grade 5 Content Standards	*Sadlier Math*, Grade 5
	• 1-7 Find Sums and Differences—pp. 16–17 (Add and subtract multidigit numbers; TE Develop Concepts: Use Base Ten Blocks to Review Addition and Subtraction with Regrouping) **Chapter 3: 3-5 & 3-8** • 3-5 Multiply by Two-Digit Numbers—pp. 54–55 (Multiply a whole number by a 2-digit multiplier; TE Develop Concepts: Understanding Two-Digit Multiplication) • 3-8 Zeros in the Multiplier—pp. 60–61 (Multiply multi-digit whole numbers with zeros in the multiplier; TE Develop Concepts: Multiplying by 3 Digits) **Chapter 4: 4-7 & 4-9** • 4-7 Use Strategies to Divide—pp. 82–83 (Use strategies based on the relationship between multiplication and division to divide; TE Develop Concepts: Use a Bar Diagram to Introduce Partial Quotients) • 4-9 Problem Solving: Work Backward—pp. 86–87 (Focus on working backward to solve problems; TE Develop Concepts: Determine What You Need to Know) **Chapter 7: 7-9** • 7-9 Problem Solving: Write and Solve an Equation—pp. 160–161 (Focus on writing and solving equations to solve problems; TE Develop Concepts: Checking Equations from Real-World Statements)
(C) generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph;	**Chapter 3: 3-2** • 3-2 Multiplication Patterns—pp. 46–47 (Use patterns to multiply whole numbers by multiples of 10, 100, and 1000; TE Develop Concepts: Think About Multiplying by Multiples of 10) **Chapter 4: 4-1** • 4-1 Division Patterns—pp. 68–69 (Use patterns to divide whole numbers by multiples of 10, 100, or 1000; TE Develop Concepts: Use Place Value to Find Division Patterns) **Chapter 12: 12-1** • 12-1 Multiply by Powers of 10—pp. 262–263 (Observe and use patterns of zeros when multiplying by a power of 10; TE Develop Concepts: Multiply By 10 and 100) **Chapter 17: 17-15 through 17-7** • 17-5 Write Number Patterns—pp. 390–391 (Use pattern rules to generate patterns; find rules for given patterns; TE Develop Concepts: Displaying Patterns) • 17-6 Graph Number Patterns—pp. 392–393 (Graph ordered pairs from number patterns; Identify relationships between corresponding terms of two patterns; TE Develop Concepts: Use Tables to Solve Problems) • 17-7 Problem Solving: Find and Use a Pattern—pp. 394–395 (Find and use patterns to analyze information while solving problems; TE Develop Concepts: Using Tables with Patterns)
(D) recognize the difference between additive and multiplicative numerical patterns given in a table or graph;	
(E) describe the meaning of parentheses and brackets in a numeric expression;	**Chapter 4: 4-10** • 4-10 Order of Operations—pp. 88–89 (Use parentheses and brackets in numerical expressions and evaluate expressions using the order of operations; TE Develop Concepts: The Need for Order)

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(F) simplify numerical expressions that do not involve exponents, including up to two levels of grouping;	**Chapter 4: 4-10 & 4-11** • 4-10 Order of Operations—pp. 88–89 (Use parentheses and brackets in numerical expressions and evaluate expressions using the order of operations; TE Develop Concepts: The Need for Order) • 4-11 Expressions—pp. 90–91 (Write, evaluate, and compare numerical expressions; TE Develop Concepts: Model Grouping Symbols) See also Grade 6 **Chapter 4: 4-2** • 4-2 Order of Operations—pp. 72–73 (Use the order of operations to simplify expressions; TE Develop Concepts: Recognize the Need for Order)
(G) use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube ($V = l \times w \times h$, $V = s \times s \times s$, and $V = Bh$); and	**Chapter 16: 16-4** • 16-4 Volume Formulas—pp. 368–369 (Use formulas to find the volumes of rectangular prisms; TE Develop Concepts: Arrays and Equations)
(H) represent and solve problems related to perimeter and/or area and related to volume.	**Chapter 8: 8-10** • 8-10 Find the Area of a Rectangle—pp. 188–189 (Use tiling or a formula to find the area of a rectangle with fractional side lengths; TE Develop Concepts: Explore Perimeter and Area of a Rectangle) **Chapter 16: 16-3 through 16-5** • 16-3 Volume of Rectangular Prisms—pp. 364–365 • 16-4 Volume Formulas—pp. 368–369 • 16-5 Volume of Composite Figures—pp. 370–371 • 16-6 Problem Solving: Act it Out—pp. 372–373 See also Grade 3 **Chapter 16: 16-1 through 16-6** • 16-1 Understand Perimeter—pp. 332–333 • 16-2 Find Perimeter—pp. 334–335 • 16-3 Find Unknown Side Lengths—pp. 336–337 • 16-4 Problem Solving: Compare Strategies—pp. 340–341 • 16-5 Same Perimeter, Different Areas—pp. 342–343 • 16-6 Same Area, Different Perimeters—pp. 344–345
(5) Geometry and measurement. The student applies mathematical process standards to classify two-dimensional figures by attributes and properties. The student is expected to classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.	
	Chapter 15: 15-1 through 15-5 • 15-1 Polygons—pp. 342–343 (Understand and use attributes of polygons; TE Develop Concepts: Geometric Definitions) • 15-2 Triangles—pp. 344–345 (Understand and use attributes of triangles; TE Develop Concepts: Classifying Angles) *continued*

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	• 15-3 Quadrilaterals—pp. 348–349 (Understand and use attributes of quadrilaterals: trapezoid, parallelogram, rhombus, rectangle, square; TE Develop Concepts: Draw Four-Sided Polygons) • 15-4 Classify Quadrilaterals—pp. 350–351 (Classify quadrilaterals in a hierarchy based on their properties; Venn diagram, trapezoid, parallelogram, rhombus, rectangle, square; TE Develop Concepts: Using a Tangram) • 15-5 Problem Solving: Use a Model—pp. 352–353 (Use models to represent and organize information while solving problems; Venn diagram; TE Develop Concepts: Use a Table to Organize Information)
(5) Geometry and measurement. The student applies mathematical process standards to understand, recognize, and quantify volume. The student is expected to:	
(A) recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (*n* cubic units) needed to fill it with no gaps or overlaps if possible; and	**Chapter 16: 16-2** • 16-2 Cubic Measure—pp. 362–363 (Describe and use cubic measures; TE Develop Concepts: Measuring Volume)
(B) determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base.	**Chapter 16: 16-3 & 16-4** • 16-3 Volume of Rectangular Prisms—pp. 364–365 (Find volume by packing with unit cubes; TE Develop Concepts: Using Water to Measure Volumes of Solids) • 16-4 Volume Formulas—pp. 368–369 (Use formulas to find the volumes of rectangular prisms; TE Develop Concepts: Arrays and Equations)
(7) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving measurement. The student is expected to solve problems by calculating conversions within a measurement system, customary or metric.	
	Chapter 14: 14-1 through 14-9 • 14-1 Relate Customary Units of Length—pp. 316–317 (Convert customary units of length; TE Develop Concepts: Measurement Scavenger Hunt) • 14-2 Relate Customary Units of Capacity—pp. 318–319 (Convert customary units of capacity; TE Develop Concepts: Visual Relationships) • 14-3 Relate Customary Units of Weight—pp. 320–321 (Convert customary units of weight; TE Develop Concepts: Compare Weights) • 14-4 Compute with Customary Units—pp. 322–323 (Use computation skills to solve problems involving customary units; TE Develop Concepts: Equivalent Units) *continued*

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	• 14-5 Relate Metric Units of Length—pp. 326–327 (Convert metric units of length; TE Develop Concepts: One-Meter Challenge) • 14-6 Relate Metric Units of Capacity—pp. 328–329 (Convert metric units of capacity; TE Develop Concepts: 15,000 Milliliter Challenge) • 14-7 Relate Metric Units of Mass—pp. 330–331 (Convert metric units of mass; TE Develop Concepts: 100,000 Gram Challenge) • 14-8 Compute with Metric Units—pp. 332–333 (Use computation skills to solve problems involving metric units; TE Develop Concepts: Renaming and Computing Numbers) • 14-9 Problem Solving: Use the Four-Step Process—pp. 334–335 (Apply the four-step problem-solving process; TE Develop Concepts: Bar Diagrams)
(8) Geometry and measurement. The student applies mathematical process standards to identify locations on a coordinate plane. The student is expected to:	
(A) describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the *x*-axis starting at the origin; and the *y*-coordinate, the second number, indicates movement parallel to the *y*-axis starting at the origin;	**Chapter 17: 17-3 & 17-4** • 17-3 The Coordinate Plane—pp. 386–387 (Plot and name ordered pairs on the coordinate plane; TE Develop Concepts: Two Kinds of Tables) • 17-4 Using Coordinate Graphs—pp. 388–389 (Interpret coordinate graphs; TE Develop Concepts: Using Tables to Graph)
(B) describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane; and	
(C) apply knowledge of right angles to identify acute, right, and obtuse triangles; and	**Chapter 15: 15-2** • 15-2 Triangles—pp. 344–345 (Understand and use attributes of triangles; TE Develop Concepts: Classifying Angles)
(D) graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table.	**Chapter 17: 17-4** • 17-4 Using Coordinate Graphs—pp. 388–389 (Interpret coordinate graphs; TE Develop Concepts: Using Tables to Graph)

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(9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:	
(A) represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots;	**Chapter 17: 17-1 & 17-2** • 17-1 Line Plots with Whole Numbers and Decimals—pp. 380–381 (Make and use line plots with whole numbers and decimals; TE Develop Concepts: Organizing Data) • 17-2 Line Plots with Fractions and Mixed Numbers—pp. 382–383 (Make and use line plots with fractions and mixed numbers; TE Develop Concepts: Desk Shuffleboard—collect data using fractions and mixed numbers) See also Grade 4 **Chapter 15: 15-8** • 15-8 Choose an Appropriate Display—pp. 340–341 (Solve mass problems using metric units of measure; TE Develop Concepts: Comparing Graphical Displays) **Chapter 3: 3-7** • 3-7 Problem Solving: Use a Model—pp. 60–61 (TE Develop Concepts: Make a Bar Graph) See also Grade 6 **Chapter 17: 17-1** • 17-1 Dot Plots—pp. 378–379 (Organize data in dot plots and use dot plots to describe the data; TE Develop Concepts: Data Display Review) *No stem-and-leaf plots at this level.
(B) represent discrete paired data on a scatterplot; and	Related content **Chapter 17: 17-4** • 17-4 Using Coordinate Graphs—pp. 388–389 (Interpret coordinate graphs; TE Develop Concepts: Using Tables to Graph) *No scatterplots at this level.
(C) solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot.	**Chapter 17: 17-1 & 17-2** • 17-1 Line Plots with Whole Numbers and Decimals—pp. 380–381 (Make and use line plots with whole numbers and decimals; TE Develop Concepts: Organizing Data) • 17-2 Line Plots with Fractions and Mixed Numbers—pp. 382–383 (Make and use line plots with fractions and mixed numbers; TE Develop Concepts: Desk Shuffleboard—collect data using fractions and mixed numbers) See also Grade 4 **Chapter 15: 15-8** • 15-8 Choose an Appropriate Display—pp. 340–341 (Solve mass problems using metric units of measure; TE Develop Concepts: Comparing Graphical Displays) **Chapter 3: 3-7** • 3-7 Problem Solving: Use a Model—pp. 60–61 (TE Develop Concepts: Make a Bar Graph) *continued*

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	See also Grade 6 **Chapter 17: 17-1** • 17-1 Dot Plots—pp. 378–379 (Organize data in dot plots and use dot plots to describe the data; TE Develop Concepts: Data Display Review) *No stem-and-leaf plots or scatterplots at this level.
(10) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:	
	N/A