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Georgia's K-12 Mathematics Standards Correlated to *Moving with Math Extensions* Grade 5

		Student Book Part A	Skill Builders Part A	Student Book Part B	Skill Builders Part B
	NUMERICAL REASONING – place value, multiplying by powers of 10, multiplication and division of multi-digit numbers, fractions, decimal numbers, numerical expressions				
5.NR.1:	**Use place value understanding to solve real-life, mathematical problems.**				
5.NR.1.1	Explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	1, 2	1-3		
5.NR.1.2	Explain patterns in the placement of digits when multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10, up to 10^3.	2		66	1-2
5.NR.2:	**Multiply and divide multi-digit whole numbers to solve relevant, mathematical problems.**				
5.NR.2.1	Fluently multiply multi-digit (up to 3-digit by 2-digit) whole numbers to solve authentic problems.	18, 19, 27	8-1, 8-3, 8-4	67	8-5
5.NR.2.2	Fluently divide multi-digit whole numbers (up to 4-digit dividends and 2-digit divisors no greater than 25) to solve practical problems.	20-27	9-1 to 9-3, 10-1, 10-4, 10-5, 28-4, 28-5, 45-2, 46-1	68	
5.NR.3:	**Describe fractions and perform operations with fractions to solve relevant, mathematical problems using part-whole strategies and visual models.**				
5.NR.3.1	Explain the meaning of a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.	28, 29	14-1		
5.NR.3.2	Compare and order up to three fractions with different numerators and/or different denominators by flexibly using a variety of tools and strategies.	34	11		

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5.NR.3.3	Model and solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators.	38, 39	17-1 to 17-3	69, 70	18-1 to 18-3
5.NR.3.4	Model and solve problems involving multiplication of a fraction and a whole number.	40	19-1, 19-6 to 19-8, 45-1	74	19-3
5.NR.3.5	Explain why multiplying a whole number by a fraction greater than one results in a product greater than the whole number, and why multiplying a whole number by a fraction less than one results in a product less than the whole number and multiplying a whole number by a fraction equal to one results in a product equal to the whole number.				19-5
5.NR.3.6	Model and solve problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	41	20-2		
5.NR.4:	**Read, write, and compare decimal numbers to the thousandths place, and round and perform operations with decimal numbers to the hundredths place to solve relevant, mathematical problems.**				
5.NR.4.1	Read and write decimal numbers to the thousandths place using base ten numerals written in standard form and expanded form.	42, 43	22-1, 23-1, 23-3	75	23-2
5.NR.4.2	Represent, compare, and order decimal numbers to the thousandths place based on the meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	44	24-1 to 24-3		
5.NR.4.3	Use place value understanding to round decimal numbers to the hundredths place.	46	23-4		
5.NR.4.4	Solve problems involving addition and subtraction of decimal numbers to the hundredths place using a variety of strategies.	47	24-1 to 24-3		
5.NR.5:	**Write, interpret, and evaluate numerical expressions within authentic problems.**				
5.NR.5.1	Write, interpret, and evaluate simple numerical expressions involving whole numbers with or without grouping symbols to represent actual situations.	9, 49	5-2, 45-3, 45-4		
	PATTERNING & ALGEBRAIC REASONING – generating patterns, plotting ordered pairs in the first quadrant				
5.PAR.6:	**Solve relevant problems by creating and analyzing numerical patterns using the given rule(s).**				
5.PAR.6.1	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms by completing a table.			92-94	44-2, 44-3

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5.PAR.6.2	Represent problems by plotting ordered pairs and explain coordinate values of points in the first quadrant of the coordinate plane.	64			
	MEASUREMENT & DATA REASONING – measurements within the metric system, measurement conversions and time as a unit of measurement				
5.MDR.7:	**Solve problems involving customary measurements, metric measurements, and time and analyze graphical displays of data to answer relevant questions.**				
5.MDR.7.1	Explore realistic problems involving different units of measurement, including distance, mass, weight, volume, and time.		40-1		44-4
5.MDR.7.2	Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.		47-3, 47-4	96	47-2, 48-1
5.MDR.7.3	Convert among units within the metric system and then apply these conversions to solve multi-step, practical problems.		36-2, 41-2, 42-1		
5.MDR.7.4	Convert among units within relative sizes of measurement units within the customary measurement system.	55-57	36-3, 41-1, 42-2		
	GEOMETRIC & SPATIAL REASONING – Properties of polygons and rectangular prisms, classify polygons				
5.GSR.8:	**Examine properties of polygons and rectangular prisms, classify polygons by their properties, and discover volume of right rectangular prisms.**				
5.GSR.8.1	Classify, compare, and contrast polygons based on properties.	53	34-1	82, 84	34-2, 34-3
5.GSR.8.2	Determine, through exploration and investigation, that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.			83-85	34-2, 34-4
5.GSR.8.3	Investigate volume of right rectangular prisms by packing them with unit cubes without gaps or overlaps. Then, determine the total volume to solve problems.	62	39-3		
5.GSR.8.4	Discover and explain how the volume of a right rectangular prism can be found by multiplying the area of the base times the height to solve authentic, mathematical problems.	63	39-1, 39-2	91	58-1